

**2007 HSC Notes from the Marking Centre
Ancient History**

© 2008 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

ISBN 978 174147 7993

2007718

Contents

Introduction.....	4
Section I – Core	5
Section II – Ancient Societies.....	6
Section III – Personalities in Their Times	9
Section IV – Historical Periods.....	13

2007 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 contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 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

In both Section I, Cities of Vesuvius, and Section II, Ancient Societies, well-prepared candidates were able to write relevant and concise answers appropriate in length to the mark value of the question. Others were determined to write everything they knew about a topic, regardless of the question.

The challenge for some candidates, including some of the most able, is to allocate time appropriately. This examination is divided into four sections: Section I – Cities of Vesuvius: Pompeii and Herculaneum, Section II – Ancient Societies, Section III – Personalities in Their Times, and Section IV – Historical Periods. Each section of the paper is worth 25%, so candidates should allocate around 45 minutes to each section. Some candidates who wrote very long responses in earlier sections of the paper left themselves short of time for the last section. This resulted in truncated responses. Best practice is to be guided by the mark value of questions and to answer the set question rather than giving interesting yet superfluous information.

Section I – Core

Cities of Vesuvius – Pompeii and Herculaneum

General Comments

While candidates need to study all aspects of the core, each year Questions 1 and 2 will focus only on parts of the core. Question 3 will be drawn from the syllabus section ‘Investigating, reconstructing and preserving the past’. Candidates cannot afford to prepare only parts of the core. Nor should they feel they have to demonstrate knowledge of all aspects of the core. Answers should respond specifically to the questions asked.

Section I questions are answered in the space provided on the examination paper. The mark value of the questions and the spaces provided should be a guide to the length of response required. Candidates do not need to use extra booklets to gain high marks in Section 1. Concise responses which specifically address the question and are supported by relevant information are awarded full marks. Writing longer responses than required in Section 1 does not guarantee full marks and may leave candidates short of time to answer other sections of the paper.

Appropriate time allocation, analysing questions and planning answers are important examination skills. Candidates who take time to ‘unpack’ the question and be clear about what is required, then plan an appropriate answer, are more likely to produce concise and relevant responses rather than long-winded answers full of irrelevant detail which may miss the focus of the question.

Question 1

- (a) Most candidates correctly identified Campania as the region in which Vesuvius was located.
- (b) Most candidates correctly identified TWO features of the region praised by Florus.
- (c) Better responses integrated the source into an accurate explanation of how water was distributed in Pompeii and Herculaneum. Weaker responses had a limited awareness of the source or limited knowledge of the water supply.

Question 2

Most candidates used the sources effectively and answered the question in the spaces provided. Better responses described in some detail what the evidence shows about religion in Pompeii and Herculaneum. These candidates used the sources provided, as well as other sources and their own knowledge, to produce a comprehensive response. Above average answers offered detailed descriptions of the key features of religion and integrated the sources. Below average responses did not sufficiently draw on the information available in the sources provided, while the weakest responses demonstrated little knowledge of the evidence relating to religion.

Question 3

The best responses included relevant detail and were concisely written within the space provided. They identified a range of archaeological methods over time and made a clear judgement about their impact. These responses integrated the sources provided, as well as making reference to other relevant aspects of both sites.

Average responses described archaeologists and their methods without making effective judgements.

Weaker responses simply described the two sources and some aspects of changing technology over time. Weaker responses relied on long-winded and repetitive sentences without relevant detail, irrelevant information or generalised statements. It was evident that many candidates had prepared a response on conservation/preservation and attempted to adapt this to the question which asked about changing methodologies.

Section II – Ancient Societies

General Comments

In 2007, the most popular Ancient Societies options were:

- Greece: Spartan society to the Battle of Leuctra 371 BC
- Greece: The Bronze Age – Minoan Society
- Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX
- Egypt: Society in new Kingdom Egypt to the death of Amenhotep III
- Greece: Athenian Society in the time of Pericles.

Some candidates wrote far too much for part (b) which was worth only 3 marks. Part (c), which was worth 8 marks, required candidates to refer to a given source and other sources. Part (d), which was worth 12 marks, required candidates to give a clear explanation. This question did not ask for specific reference to sources, except in Question 10 – Minoan Crete and Question 11 – Mycenaean society.

For all questions, candidates should use the mark value as a guide to the appropriate length of responses.

Question 5 – Option B – Egypt: Society in New Kingdom Egypt to the death of Amenhotep III

- (a) Most candidates accurately named two New Kingdom sites.
- (b) Many candidates wrote too much for this 3-mark question. Instead of writing a brief and clear explanation of the Heb-Sed Festival many candidates went into long and detailed explanations.
- (c) The majority of candidates displayed extensive knowledge in describing the leisure activities of nobles. To attain full marks, candidates had to refer to the source provided and at least two other sources. Referring only to the given source was not

enough, and responses that did not refer to the source at all were placed in the lower mark range.

- (d) Better responses made excellent use of both written and archaeological evidence. Most candidates were familiar with the process and purpose of mummification for the afterlife during the New Kingdom; and they could also give lengthy descriptions and explanations of tombs, tomb decoration and tomb contents.

Question 6 – Option C – Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX

- (a) Most candidates accurately named two New Kingdom sites.
- (b) Instead of writing a brief and clear explanation of the workers' strike at Deir-el-Medina, many candidates provided lengthy explanations. Even though the responses contained accurate information, they were too long for the 3 marks awarded for the question.
- (c) The majority of candidates displayed considerable knowledge in describing the main features of royal tombs in this period, including tomb layout, decoration, purpose, etc. To attain higher marks, candidates had to refer to the source provided and at least two other sources. Referring only to the given source was not enough, and responses that did not refer to the source at all were placed in the lower mark range.
- (d) Most candidates wrote detailed responses to this question but largely restricted themselves to explaining the importance of Amun, briefly mentioning or neglecting the other gods of the period. Candidates are reminded that responses must address all parts of the question in order to gain access to the higher mark ranges. Many candidates made excellent use of both written and archaeological evidence.

Question 10 – Option G – Greece: The Bronze Age – Society in Minoan Crete

- (a) Most candidates named either Linear A, Linear B or Hieroglyphic script.
- (b) Most candidates were able to present an accurate description of the Horns of Consecration. Some candidates simply stated that they were bull's horns.
- (c) Better responses displayed detailed knowledge of Minoan burial customs, with reference to different types of tombs, the manner in which people were buried and associated rituals. These responses incorporated Source 13 and other sources into their responses. Some responses displayed good knowledge of Minoan burial customs but gained marks in the lower range because they failed to refer to the source and other evidence.
- (d) Some excellent responses showed extensive knowledge of crafts and industry and used a wide range of evidence. Some candidates made general statements about crafts and industry with little specific detail and little, if any, reference to evidence.

Question 11 – Option H – Greece: The Bronze Age – Mycenaean Society

- (a) Most candidates correctly named two gods worshipped by the Mycenaeans. Some candidates confused Roman gods with those worshipped by the Mycenaeans.
- (b) Better responses concisely described cyclopean walls, providing features such as height and depth, gates and defensive purposes. Some candidates indicated modifications to walls over time.
- (c) The majority of responses demonstrated a thorough knowledge of Mycenaean burial customs. Stronger responses included both a description of the burials and the rituals associated with them. To gain full marks it was necessary to refer to the source provided and other sources. Weaker responses referred to *tholos*, chamber and shaft graves, with little or no reference to other sources. Poor responses failed to refer to the source provided.
- (d) Stronger responses referred to a variety of evidence to reveal the diversity within Mycenaean social structure, linking it to burial customs and housing. Some superior responses also used evidence from sites outside of Mycenae. There was a tendency in weaker responses to list and describe the levels in society as mentioned in the Linear B tablets with little or no reference to other evidence.

Question 12 – Option I – Greece: Spartan society to the Battle of Leuctra 371 BC

- (a) Most candidates were able to name two ancient authors who wrote about Sparta.
- (b) Better responses gave detailed and accurate information about the *syssitia*. However, a large number of candidates stated that the *syssitia* was a meal and gave no further information. Some candidates had no idea what the *syssitia* was.
- (c) Responses that were awarded full marks provided detailed and accurate information about the main features of several Spartan religious festivals. They incorporated the given source and other sources, primary and/or secondary, into their response. A number of candidates gave good descriptions of Spartan religious festivals, showing sound knowledge, but failed to refer to Source 15 or any other sources.
- (d) Better responses clearly explained the importance of the army in Spartan society. Many excellent responses incorporated both primary and secondary sources. This, however, was not essential for a full mark in part (d). Many candidates gave largely descriptive responses, outlining the main features of the *agoge* and the Spartan army, but failed to explain the *importance* of the army in Spartan society.

Question 13 – Option J – Greece: Athenian Society in the time of Pericles

- (a) Most candidates accurately named two Athenian festivals.
- (b) Many responses provided detailed and accurate information on metics. Some responses did not go further than stating metics were foreign residents who had no political rights. For 3 marks, candidates must provide more than a brief definition.

- (c) Responses which gained marks in the top range accurately identified the *Tholos* in the given source and described its features. They also supported their description of other main features of the Agora with reference to relevant archaeological and/or written sources. Lower range responses could only identify the *Tholos* in a general way and did not provide other sources to support their description of the Agora.
- (d) The best responses showed a comprehensive grasp of the importance of the Acropolis, emphasising its political, social, cultural, economic and religious importance with clear explanations of chosen examples. Responses in the lower range had little focus on importance and described buildings. Some candidates placed buildings in the Agora on the Acropolis.

Section III – Personalities in Their Times

General Comments

The most popular personalities were:

- Hatshepsut
- Agrippina the Younger
- Akhenaten
- Xerxes
- Julius Caesar.

The rubric for the Section III Personalities question, outlines the criteria that will be used to assess answers, in addition to the requirements of the question, eg the appropriate use of historical terms and concepts and the use of relevant sources to support their answers. The rubric applies to both parts (a) and (b).

Most responses were of an appropriate length. However, some students wrote excessively long answers for part (a) and failed to find a balance between the 10-mark part (a) and the 15-mark part (b).

Candidates need to interpret the question carefully to ensure they address the specific requirements of the question asked, rather than presenting a prepared answer. Prepared answers are generally irrelevant to the question and so are placed in the lower mark ranges.

Students should be encouraged to integrate ancient and modern sources to support their responses. Simple name-dropping of sources, whether accurate or inaccurate, will not earn them a place in the top mark range. Superior responses to both (a) and (b) questions integrated the information from sources to develop an argument. Weaker responses referred to ‘some historians’, without being able to cite individual historians or their arguments.

- (a) Better responses incorporated a range of archaeological and/or written sources, both ancient and modern. Teachers and students are reminded that a part (a) response should include the use of relevant sources to support the answer. Responses that failed to make effective use of sources are unlikely to make the top mark range.

- (b) The best responses provided comprehensive and sustained judgements of the personality's achievements, well supported by accurate historical detail and reference to relevant sources. A 'sustained' judgement requires candidates to consistently assess the achievements throughout the response and not just in the introduction and conclusion. Weaker responses relied on presenting a list of achievements with a limited attempt at providing a judgement.

Question 14 – Option A – Egypt: Hatshepsut

- (a) Students generally understood the relationship between Hatshepsut and Thutmose III. Better responses referred to their family relationship as well as their co-regency and cited a range of relevant sources, including reliefs and modern historians. Some better responses included historiographical issues such as the debate about the destruction of Hatshepsut's monuments and various theories about their relationship. Weaker responses offered very general narrative about the relationship between Hatshepsut and Thutmose III and failed to support their account with reference to archaeological or written sources.
- (b) Most responses made sound judgements about the achievements of Hatshepsut and used accurate historical detail and a variety of archaeological and written sources to support their judgement. Stronger responses cited specific examples of her achievements. Key concepts such as Ma'at were also referred to and integrated into the response. Weaker responses recounted Hatshepsut's achievements without offering any real assessment. These responses relied on narrative and made limited use of sources.

Question 15 – Option B – Egypt: Akhenaten

- (a) The best responses covered a wide range of family members including Amenhotep III, Tiye, Nefertiti, the children and other wives. These responses were well supported by both ancient and modern sources. Weaker responses concentrated on either Akhenaten's relationship with Amenhotep III and Tiye or that of Nefertiti and her daughters. There were a number of prepared answers on the role of Nefertiti that did not address the question.
- (b) Better responses covered conflicting interpretations of Akhenaten's achievements as well as providing detailed archaeological evidence of his activities. High range answers offered judgements on a wide range of achievements including religious and foreign policy and building programs. These answers drew on evidence both from his reign and the post-Amarna period. Weaker responses tended to concentrate on art and a narrative of his activities without attempting to make judgements. There was also often a very limited use of sources.

Question 16 – Option C – Egypt: Ramesses II

- (a) Candidates interpreted this question in different ways. Some presented a general description of the role of officials in the Ramesside period while others concentrated on the roles and activities of specific individuals. In general, these responses were not well supported by specific evidence.

- (b) Better responses displayed superior knowledge of a range of Ramesses' achievements, including domestic and foreign policy, and were able to support their answers with a range of ancient and modern sources and a discussion of relevant historiographical issues. Weaker responses relied on the usual list of achievements or narrative of the reign, with an emphasis on the Battle of Kadesh, with little attempt at judgement and limited use of sources.

Question 18 – Option E – The Near East: Xerxes

- (a) Better responses displayed a sound knowledge of Xerxes' relationships with Persians and non-Persians. Stronger responses integrated archaeological and written sources and were aware of inherent cultural biases. Weaker responses demonstrated limited knowledge of Xerxes' relationships and lacked reference to sources. Some candidates had difficulties selecting the appropriate information to answer this question and wrote long responses that lacked coherence.
- (b) Although many responses made a judgement of Xerxes' achievements, often this was mentioned only at the beginning and conclusion of the response rather than integrated throughout. Better responses focused on a wide range of achievements and used appropriate sources to support the assessment. Weaker responses focused on one or two achievements supported with very little judgement or detail. Students need to be aware of a range of ancient and modern sources for this topic and not refer to only Greek sources.

Question 19 – Option F – The Near East: Hannibal

- (a) Better responses displayed sound knowledge of Hannibal's relationship with key Roman military figures as well as with his relationship with the Carthaginian government. Stronger responses referred to relevant written sources. Weaker responses did not come to terms with the nature of the question. These responses lacked detail, used very few historical terms and concepts and made little or no reference to sources.
- (b) Better responses provided detailed and sustained judgements of Hannibal's military career. Both modern and ancient sources were critically appraised, incorporated into the response and used to advance the argument presented. Weaker responses merely recounted the crossing of the Alps and one or two of Hannibal's battles in Italy in general terms without making any assessment of or reference to ancient or modern sources.

Question 20 – Option G – Greece: Pericles

- (a) The best responses developed a discussion of Pericles' relationship with the Athenians, using a detailed and varied range of historical examples. This included his relationship with the Athenian demos as well as specific individuals, and incorporated positive and negative relationships. These responses were well supported by the use of relevant sources. Weaker responses tended to be an outline of Pericles' early life and career.

- (b) The best responses developed a detailed and sustained assessment of Pericles' achievements, including his social and political reforms, foreign policy and building program. Judgements were made of short- and long-term consequences and responses were well supported by ancient and modern sources. Weaker responses tended to be a list of achievements and made Pericles responsible for all changes in Athenian history.

Question 23 – Option J – Rome: Tiberius Gracchus

- (a) Better responses sustained a coherent argument supported by accurate details and a sound analysis of the relevant source material. A deep understanding and knowledge of the primary and secondary source material demonstrated a sophisticated understanding of the main aspects of Tiberius Gracchus' relationship with the Senate. Weaker responses focused on issues in a generalised manner with no reference to sources.
- (b) Most students were able to provide a detailed account of Tiberius Gracchus' achievements, with the best responses making sustained judgements about the immediate and long-term impact. Better responses demonstrated a deep understanding and knowledge of the methods used by Tiberius Gracchus to achieve his political reforms. These responses made excellent use of the appropriate terms and concepts to support their sophisticated understanding of the source material. Weaker responses merely provided a brief description of the methods used by Tiberius Gracchus without any attempt at assessment or reference to the sources.

Question 24 – Option K – Rome: Julius Caesar

- (a) Better responses provided a description featuring detailed knowledge, relevant historical terms and concepts, a range of relevant examples and supporting sources. Weaker responses focused on one or two examples in a generalised manner.
- (b) The best responses were able to provide detailed knowledge of Caesar's military achievements and made sustained and well-supported judgements about their impact on Rome in both military and political terms. Weaker responses gave lengthy accounts of Caesar's political and military career, without assessing significance.

Question 25 – Option L – Rome: Agrippina the Younger

- (a) Better responses displayed a deep knowledge of Agrippina's relationships with Seneca, Burrus and imperial freedmen, and clearly explained the changing relationship she had with them over a period of time. Stronger responses integrated a range of written sources to support their answer. Weaker responses focused only on Agrippina's relationship with Seneca and Burrus, but failed to extend their responses to include the changing nature of the relationship over time. They also lacked a reference to sources.
- (b) Stronger responses presented a sustained judgement throughout the answer supported by ancient and modern sources. Weaker responses merely listed Agrippina's achievements or recounted a narrative of her life with no attempt at

judgement. A number of responses appeared to be prepared answers on irrelevant aspects of Agrippina's life. Such responses were placed in the lower mark ranges.

Section IV – Historical Periods

General Comments

The most popular Historical Periods were:

- Greece: The Greek World 500-440 BC
- Egypt: New Kingdom Egypt to the death of Thutmose IV
- Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II
- Rome: The Julio-Claudians and the Roman Empire
- Rome: The Augustan Age.

The rubric indicates to candidates the qualities required, eg presenting a sustained, logical and well-structured answer to the question and using relevant sources to support the answer.

Students must label their question and alternative (a) OR (b) correctly on the front of their booklet AND inside the booklet.

Egypt

Question 26 – Option A – Egypt: From Unification to the First Intermediate Period

- (a) A significant number of candidates understood the importance of the unification of Egypt in this period, writing responses that clearly demonstrated cause and effect. They identified the economic, religious and political features of Old Kingdom Egypt following its unification. Stronger responses included detailed, accurate references to both primary and secondary sources. Weaker responses provided a chronological narrative of the process of unification with little reference to the requirement of the question to explain the importance of unification.
- (b) Better responses identified and made judgements about the factors that contributed to the breakdown of Old Kingdom Egypt. They also supported their argument with accurate and detailed references to sources. Weaker responses identified fewer factors and were unable to make judgements about their role in the breakdown.

Question 27 – Option B – Egypt: New Kingdom Egypt to the death of Thutmose IV

- (a) The best responses made critical judgements about the impact of the Hyksos both in the short and long term. These responses recognised that the impact of the Hyksos included the impetus for unification, expansion and development. Weaker responses provided a descriptive narration of the Hyksos occupation of Egypt. These relied on simplistic descriptions of Hyksos weaponry with no attempt to address 'impact'.

- (b) Better responses made judgements about the effects of military campaigns. Weaker responses gave a chronological account of each pharaoh's military achievements, with little attempt at assessment.

Question 28 – Option C – Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II

- (a) Better responses were structured around the different roles and contributions of New Kingdom queens. They were able to accurately distinguish between different queens and cover the whole historical period. Weaker candidates referred to one or two queens only in general terms. Many were descriptive narratives which failed to address 'contribution'. Sadly, some candidates confused queens of the earlier New Kingdom with queens from this period.
- (b) Some better responses made critical judgements about several aspects of the reign of Amenhotep III. Many recognised it as a 'Golden Age' and proceeded to demonstrate Amenhotep III's achievements in building programs, religious change and diplomacy. Weaker responses gave a descriptive narrative of some of these features of Amenhotep III's reign. A minority of candidates confused Amenhotep III with Akhenaten giving a limited account of his Atenist revolution.

Near East

Question 31 – Option F – Persia from Cyrus II to the death of Darius III

- (a) The best responses demonstrated an excellent knowledge of Darius' role and contribution in this period. These responses made judgements supported by some accurate and detailed references to primary and secondary sources. Weaker responses gave descriptive narrative about Darius' reign, with little reference to sources and many inaccuracies.
- (b) Better responses provided a sustained and well-structured account of the methods used to administer the Persian empire. These were supported by detailed and accurate information from relevant sources. Weaker responses provided a limited description which dealt with a sequence of rulers.

Greece

Question 32 – Option G – Greece: Development of the Greek world 800–500 BC

- (a) Better responses targeted a variety of causes of colonisation and highlighted specific mother-daughter cities. These candidates were able to support these reasons with evidence from sources. Poorer responses wrote about the process of colonisation and its effects.
- (b) Although few candidates attempted this part, there were some very good responses. Some sophisticated answers effectively utilised reference to the ancient sources. In

most cases, candidates neglected to also include the impact of Hippias and Hipparchus on the development of Athens.

Question 33 – Option H – Greece: The Greek world 500–440 BC

- (a) Better responses defined the Persian Wars beyond 479 BC, incorporated Artemisium, Salamis and Mycale, used ancient and modern sources and developed a critical judgement. A significant number of responses tended to present a descriptive narrative about the naval battles and did not make a judgement about their importance in the course of the Persian Wars. Some responses were unable to distinguish which were the naval battles or instead chose to explain the importance of land battles.
- (b) Superior answers incorporated the roles and contributions of both Cimon and Aristides to the Delian League. They demonstrated detailed knowledge, used relevant sources and appropriate historical terms and concepts. Poorer responses were unable to define the nature of ‘role’ and ‘contribution’ and a substantial part of the answer became a narrative about the origin and development of the Delian League, without particular reference to the two individuals. Prepared answers did not address the requirements of the question and were placed in the lower mark ranges.

Question 34 – Option I – Greece: The Greek world 446–399 BC

- (a) Superior responses made a critical judgement of the role of Corinth in the outbreak of the Peloponnesian War. Some discussed relevant historiographical issues. Prepared responses evaluated the roles of Athens and Sparta, relegating Corinth’s role to a small paragraph. Candidates are reminded that responses which do not address the specific demands of the question cannot gain access to the higher mark ranges.
- (b) Better responses presented a sustained, well-structured and detailed judgement of the role of the Sicilian expedition, with detailed and accurate information from both ancient and modern sources. Prepared responses focused on why Athens lost the Peloponnesian War and included the Sicilian expedition as one factor.

Question 35 – Option J – Greece: Fourth-century Greece to the death of Philip II of Macedon

- (a) Better responses provided a range of factors to explain political instability up to and through the interventions of Philip of Macedon. Weaker responses described some of the relevant factors.
- (b) Stronger responses presented a coherent account of Philip’s success, relating his reforms to his military, political and diplomatic successes, progressing from internal changes in Macedonia to a more expansive foreign policy. They also examined external factors such as the weakness of the Greek states at this time as well as Philip’s own personal skills and qualities of opportunism, patience, and selective ruthlessness. Weaker candidates described a few reforms which made Macedon a great power.

Rome

Question 36 – Option K – Rome 264–133 BC

- (a) Superior responses displayed knowledge of a number of significant factors to explain Rome's ultimate victory, supported by judicious references to Livy and other sources. These responses presented a balanced account of the victory, examining Carthaginian and Roman contributions to the result.
- (b) Many responses to this question focused on the additions to empire rather than on the impact of the expansion of the empire on Rome and Italy. Very few responses really analysed the effects, although some described consequences. Few canvassed the political and military repercussions and the challenges posed to the Senate in the latter part of the period.

Question 37 – Option L – Rome: Political revolution in Rome 133–78 BC

- (a) Better responses were quite strong on Marius's military successes and reforms and argued how he used his military skills to gain political recognition. Better responses made an assessment of his successes whereas weaker responses merely described some of them.
- (b) Mid-range answers showed sound knowledge of the period and could refer to three or four tribunes and the methods they used during this period. In their evaluation, stronger answers linked the tribunes to the emerging *populares* and *optimates* and included the Senate's response to tribune activism.

Question 38 – Option M – Rome: The fall of the Republic 78–31 BC

- (a) Better responses assessed the success of Pompey as a general and as a politician with reference to specific events during his career and supported by relevant sources. Weaker responses provided a narrative of his career without links to or assessment of his abilities as a general or a politician.
- (b) Candidates took a number of approaches to this question, offering various reasons for the fall of the Republic. Many responses provided detailed arguments supported by relevant sources.

Question 39 – Option N – Rome: The Augustan Age 44 BC – AD 14

- (a) Most responses detailed Augustus' political strengths. Stronger answers gave significant weight to his military success. More sophisticated responses established the connection between Augustus' success as a general leading to his success as a politician.
- (b) Weaker responses tended to simply re-tell the story of Rome's transition from Republic to Principate. Stronger responses were able to provide clear reasons for the transition, including the role of individuals, the demise of the Senate and the aggregation of power to Augustus in the early part of his reign.

Question 40 – Option O – Rome: The Julio-Claudians and the Roman Empire AD 14–69

- (a) Stronger responses made accurate and detailed judgements about Tiberius' relationship with the Senate and Equites, his reforms and policies, and his management of the empire. Weaker responses described aspects of his reign but did not make an assessment of the achievements of his principate.
- (b) Stronger responses understood the role of *maius imperium*, the Praetorian Guard and family connections in determining succession. Such responses also included a discussion of the year of the four emperors. Interesting responses chose to argue how, in the absence of a clear policy, succeeding emperors retrospectively justified their position upon gaining power. Many responses tended towards descriptive narrative of the succession of the four Julio-Claudian emperors, rather than how the problems of the succession were dealt with.

Question 41 – Option P – Rome: The Roman empire AD 69–235

- (a) Better responses presented a detailed and balanced assessment of the policies of the Flavian dynasty, noting that Vespasian restored peace and order to the empire after a period of civil war.
- (b) Most candidates who chose this question found it challenging, although a few demonstrated a sound understanding of the connection of imperial building programs with the imperial cult and the process of Romanisation in the provinces.

Ancient History

2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — Cities of Vesuvius – Pompeii and Herculaneum			
1 (a)	1	Cities of Vesuvius – Pompeii and Herculaneum	H3.1
1 (b)	2	Cities of Vesuvius – Pompeii and Herculaneum	H1.1, H3.1
1 (c)	4	Cities of Vesuvius – Pompeii and Herculaneum	H1.1, H3.1
2	8	Cities of Vesuvius – Pompeii and Herculaneum	H1.1, H3.1, H4.1
3	10	Cities of Vesuvius – Pompeii and Herculaneum	H1.1, H3.1, H4.1, H4.2
Section II — Ancient Societies			
4 (a)	2	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1
4 (b)	3	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H4.1
4 (c)	8	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H3.1, H4.1
4 (d)	12	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H3.1, H4.1, H4.2
5 (a)	2	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1
5 (b)	3	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H4.1
5 (c)	8	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H3.1, H4.1
5 (d)	12	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H3.1, H4.1, H4.2
6 (a)	2	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1
6 (b)	3	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H4.1
6 (c)	8	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H3.1, H4.1
6 (d)	12	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H3.1, H4.1, H4.2
7 (a)	2	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1
7 (b)	3	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H4.1
7 (c)	8	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H3.1, H4.1
7 (d)	12	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H3.1, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
8 (a)	2	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1
8 (b)	3	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H4.1
8 (c)	8	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H3.1, H4.1
8 (d)	12	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H3.1, H4.1, H4.2
9 (a)	2	The Near East: Persian society at the time of Darius and Xerxes	H1.1
9 (b)	3	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H4.1
9 (c)	8	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H3.1, H4.1
9 (d)	12	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H3.1, H4.1, H4.2
10 (a)	2	Greece: The Bronze Age – Society in Minoan Crete	H1.1
10 (b)	3	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H4.1
10 (c)	8	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H3.1, H4.1
10 (d)	12	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H3.1, H4.1, H4.2
11 (a)	2	Greece: The Bronze Age – Mycenaean society	H1.1
11 (b)	3	Greece: The Bronze Age – Mycenaean society	H1.1, H4.1
11 (c)	8	Greece: The Bronze Age – Mycenaean society	H1.1, H3.1, H4.1
11 (d)	12	Greece: The Bronze Age – Mycenaean society	H1.1, H3.1, H4.1, H4.2
12 (a)	2	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1
12 (b)	3	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H4.1
12 (c)	8	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H3.1, H4.1
12 (d)	12	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H3.1, H4.1, H4.2
13 (a)	2	Greece: Athenian society in the time of Pericles	H1.1
13 (b)	3	Greece: Athenian society in the time of Pericles	H1.1, H4.1
13 (c)	8	Greece: Athenian society in the time of Pericles	H1.1, H3.1, H4.1
13 (d)	12	Greece: Athenian society in the time of Pericles	H1.1, H3.1, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
Section III — Personalities in Their Times			
14 (a)	10	Egypt: Hatshepsut	H1.1, H3.1, H4.1, H4.2
14 (b)	15	Egypt: Hatshepsut	H1.1, H3.1, H3.4, H4.1, H4.2
15 (a)	10	Egypt: Akhenaten	H1.1, H3.1, H4.1, H4.2
15 (b)	15	Egypt: Akhenaten	H1.1, H3.1, H3.4, H4.1, H4.2
16 (a)	10	Egypt: Ramesses II	H1.1, H3.1, H4.1, H4.2
16 (b)	15	Egypt: Ramesses II	H1.1, H3.1, H3.4, H4.1, H4.2
17 (a)	10	The Near East: Sennacherib	H1.1, H3.1, H4.1, H4.2
17 (b)	15	The Near East: Sennacherib	H1.1, H3.1, H3.4, H4.1, H4.2
18 (a)	10	The Near East: Xerxes	H1.1, H3.1, H4.1, H4.2
18 (b)	15	The Near East: Xerxes	H1.1, H3.1, H3.4, H4.1, H4.2
19 (a)	10	The Near East: Hannibal	H1.1, H3.1, H4.1, H4.2
19 (b)	15	The Near East: Hannibal	H1.1, H3.1, H3.4, H4.1, H4.2
20 (a)	10	Greece: Pericles	H1.1, H3.1, H4.1, H4.2
20 (b)	15	Greece: Pericles	H1.1, H3.1, H3.4, H4.1, H4.2
21 (a)	10	Greece: Alexander the Great	H1.1, H3.1, H4.1, H4.2
21 (b)	15	Greece: Alexander the Great	H1.1, H3.1, H3.4, H4.1, H4.2
22 (a)	10	Greece: Cleopatra VII	H1.1, H3.1, H4.1, H4.2
22 (b)	15	Greece: Cleopatra VII	H1.1, H3.1, H3.4, H4.1, H4.2
23 (a)	10	Rome: Tiberius Gracchus	H1.1, H3.1, H4.1, H4.2
23 (b)	15	Rome: Tiberius Gracchus	H1.1, H3.1, H3.4, H4.1, H4.2
24 (a)	10	Rome: Julius Caesar	H1.1, H3.1, H4.1, H4.2
24 (b)	15	Rome: Julius Caesar	H1.1, H3.1, H3.4, H4.1, H4.2
25 (a)	10	Rome: Agrippina the Younger	H1.1, H3.1, H4.1, H4.2
25 (b)	15	Rome: Agrippina the Younger	H1.1, H3.1, H3.4, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
Section IV — Historical periods			
26 (a)	25	Egypt: From Unification to the First Intermediate Period	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
26 (b)	25	Egypt: From Unification to the First Intermediate Period	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
27 (a)	25	Egypt: New Kingdom Egypt to the death of Thutmose IV	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
27 (b)	25	Egypt: New Kingdom Egypt to the death of Thutmose IV	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
28 (a)	25	Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
28 (b)	25	Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
29 (a)	25	The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
29 (b)	25	The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
30 (a)	25	The Near East: Israel and Judah from Solomon to the fall of Jerusalem	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
30 (b)	25	The Near East: Israel and Judah from Solomon to the fall of Jerusalem	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
31 (a)	25	The Near East: Persia from Cyrus II to the death of Darius III	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
31 (b)	25	The Near East: Persia from Cyrus II to the death of Darius III	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
32 (a)	25	Greece: The development of the Greek world 800–500 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
32 (b)	25	Greece: The development of the Greek world 800–500 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
33 (a)	25	Greece: The Greek world 500–400 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
33 (b)	25	Greece: The Greek world 500–400 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
34 (a)	25	Greece: The Greek world 446–399 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
34 (b)	25	Greece: The Greek world 446–399 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
35 (a)	25	Greece: Fourth-century Greece to the death of Philip II of Macedon	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
35 (b)	25	Greece: Fourth-century Greece to the death of Philip II of Macedon	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
36 (a)	25	Rome: 264–133 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
36 (b)	25	Rome: 264–133 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
37 (a)	25	Rome: Political revolution in Rome 133–78 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
37 (b)	25	Rome: Political revolution in Rome 133–78 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
38 (a)	25	Rome: The fall of the Republic 78–31 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
38 (b)	25	Rome: The fall of the Republic 78–31 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
39 (a)	25	Rome: The Augustan Age 44 BC – AD 14	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
39 (b)	25	Rome: The Augustan Age 44 BC – AD 14	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
40 (a)	25	Rome: Rome in the time of the Julio-Claudians AD 14–69	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
40 (b)	25	Rome: Rome in the time of the Julio-Claudians AD 14–69	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
41 (a)	25	Rome: The Roman Empire AD 69–235	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
41 (b)	25	Rome: The Roman Empire AD 69–235	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2

2007 HSC Ancient History Marking Guidelines

Section I — Cities of Vesuvius – Pompeii and Herculaneum

Question 1 (a)

Outcomes assessed: H 1.1, H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the name of the region	1

Question 1 (b)

Outcomes assessed: H 1.1, H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies at least two features of the region praised by Florus	2
• Correctly identifies at least one feature of the region praised by Florus	1

Question 1 (c)*Outcomes assessed: H 1.1, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed and accurate account of how water was distributed in Pompeii and/or HerculaneumIntegrates Source 2 and own knowledge	4
<ul style="list-style-type: none">Provides an account of how water was distributed in PompeiiRefers to Source 2 and own knowledge	2–3
<ul style="list-style-type: none">Makes general statements about how water was distributed in Pompeii	1

Question 2*Outcomes assessed: H1.1, H3.1, H 4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides clear, comprehensive details about religion in Pompeii and HerculaneumIntegrates information from Sources 3 and 4 and other sources about religionProvides a well-structured response using terms and concepts appropriately	7–8
<ul style="list-style-type: none">Provides clear details about religion in Pompeii and HerculaneumMakes reference to Sources 3 and 4 and other sources about religionAttempts a structured response using some historical terms and concepts appropriately	5–6
<ul style="list-style-type: none">Provides some information about religion in Pompeii and HerculaneumMakes some reference to sources providedUses some historical terms	3–4
<ul style="list-style-type: none">Makes one or two general points about religionMay refer to the sources provided	1–2

Question 3

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a clear judgement about the effect of different archaeological methods used over time to investigate the sites of Pompeii and Herculaneum • Demonstrates a comprehensive knowledge of a range of different methods used over time to investigate the sites of Pompeii and Herculaneum • Integrates information from Sources 5 and 6 and own knowledge and uses appropriate historical terms and concepts 	9–10
<ul style="list-style-type: none"> • Makes a judgement about the effect of different archaeological methods used over time to investigate the sites of Pompeii and Herculaneum • Demonstrates a knowledge of a range of different methods used over time to investigate the sites of Pompeii and Herculaneum • Uses information from Sources 5 and 6 and own knowledge and uses appropriate historical terms and concepts 	7–8
<ul style="list-style-type: none"> • Attempts a judgement about the archaeological methods used over time to investigate the sites of Pompeii and Herculaneum • Demonstrates a knowledge of some methods used over time to investigate the sites of Pompeii and Herculaneum • May refer to Sources 5 and 6 and own knowledge and use historical terms and concepts 	5–6
<ul style="list-style-type: none"> • Describes some archaeological methods used to investigate Pompeii and/or Herculaneum • May mention Sources 5 and 6 and use some terms and concepts. 	3–4
<ul style="list-style-type: none"> • Makes one or two points about archaeological methods used to investigate Pompeii and/or Herculaneum 	1–2

Section II — Ancient Societies**Option A — Egypt: Society in Old Kingdom Egypt, Dynasties III to VI****Question 4 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Names TWO Old Kingdom sites	2
• Names ONE Old Kingdom site	1

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

Criteria	Marks
• Presents accurate and detailed information about the role of the vizier	3
• Presents accurate information about the role of the vizier	2
• Makes ONE relevant point about the role of the vizier	1

Question 4 (c)*Outcomes assessed: H1.1, H3.1, H4.1***MARKING GUIDELINES**

Criteria	Marks
• Provides accurate and detailed information about the main features of the tombs of the nobles in Old Kingdom Egypt • Refers closely to the source and other evidence	7–8
• Provides accurate information about the main features of the tombs of the nobles in Old Kingdom Egypt • Refers to the source and other evidence	5–6
• Provides information about the tombs of the nobles in Old Kingdom Egypt • Refers to the source	3–4
• Makes ONE or TWO relevant points about the tombs of the nobles in Old Kingdom Egypt	1–2

Question 4 (d)*Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes clearly evident the importance of the king• Develops a clear, comprehensive, coherent and accurate response using appropriate terms and concepts	11–12
<ul style="list-style-type: none">• Makes evident the importance of the king• Develops a clear and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes evident the importance of the king• Provides a response using appropriate terms and concepts	6–8
<ul style="list-style-type: none">• Describes some features of the importance of the king• Uses some terms and concepts	4–5
<ul style="list-style-type: none">• Makes ONE or TWO points about the King	1–3

Option B — Egypt: Society in New Kingdom Egypt to the death of Amenhotep III**Question 5 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Names TWO New Kingdom sites	2
<ul style="list-style-type: none">• Names ONE New Kingdom site	1

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

Criteria	Marks
<ul style="list-style-type: none">• Presents accurate and detailed information about the Heb-Sed Festival	3
<ul style="list-style-type: none">• Presents accurate information about the Heb-Sed Festival	2
<ul style="list-style-type: none">• Makes ONE relevant point about the Heb-Sed Festival	1

Question 5 (c)*Outcomes assessed: H1.1, H3.1, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides accurate and detailed information about the leisure activities of the nobles• Refers closely to the source and other evidence.	7–8
<ul style="list-style-type: none">• Provides an accurate description of the main features of the leisure activities of the nobles• Refers to the source and other evidence	5–6
<ul style="list-style-type: none">• Provides a description of some features of the leisure activities of the nobles• Refers to the source	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about the leisure activities of the nobles	1–2

Question 5 (d)*Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes clearly evident the importance of mummification• Develops a clear, comprehensive, coherent and accurate response using appropriate terms and concepts	11–12
<ul style="list-style-type: none">• Makes evident the importance of mummification• Develops a clear and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes evident the importance of mummification• Provides a response using appropriate terms and concepts	6–8
<ul style="list-style-type: none">• Provides some information about the importance of mummification• Uses some terms and concepts	4–5
<ul style="list-style-type: none">• Makes ONE or TWO points about mummification.	1–3

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

Question 6 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Names TWO New Kingdom sites	2
• Names ONE New Kingdom site	1

Question 6 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Presents an accurate, detailed account of the workers' strike at Deir el Medina	3
• Presents an accurate account of the workers' strike at Deir el Medina	2
• Makes ONE relevant point about the workers' strike at Deir el Medina	1

Question 6 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about the main features of royal tombs in this period • Refers closely to the source and other evidence	7–8
• Provides accurate information about the main features of royal tombs in this period • Refers to the source and other evidence	5–6
• Provides some information about some features of royal tombs in this period. • Refers to the source	3–4
• Makes ONE or TWO relevant points about the features of royal tombs in this period	1–2

Question 6 (d)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Makes clearly evident the importance of Amun and other gods during this period Develops a clear, comprehensive, coherent and accurate response using appropriate terms and concepts 	11–12
<ul style="list-style-type: none"> Makes evident the importance of Amun and other gods during this period Develops a clear and coherent response using appropriate terms and concepts accurately 	9–10
<ul style="list-style-type: none"> Makes evident the importance of Amun and other gods during this period Provides a response using appropriate terms and concepts 	6–8
<ul style="list-style-type: none"> Provides some information about the importance of Amun and other gods during this period. Uses some terms and concepts 	4–5
<ul style="list-style-type: none"> Makes ONE or TWO points about Amun and other gods during this period 	1–3

Option D — The Near East: Assyrian Society from Sargon II to Ashurbanipal
Question 7 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Names TWO Assyrian sites 	2
<ul style="list-style-type: none"> Names ONE Assyrian site 	1

Question 7 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Presents detailed and accurate information about the role of the priests 	3
<ul style="list-style-type: none"> Presents accurate information about the role of the priests 	2
<ul style="list-style-type: none"> Makes ONE relevant point about the role of the priests 	1

Question 7 (c)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides detailed and accurate information about the main features of Assyrian palaces Refers closely to the source and other evidence 	7–8
<ul style="list-style-type: none"> Provides accurate information about the main features of Assyrian palaces Refers to the source and other evidence. 	5–6
<ul style="list-style-type: none"> Provides some information about features of Assyrian palaces Refers to the source 	3–4
<ul style="list-style-type: none"> Makes ONE or TWO relevant points about features of Assyrian palaces 	1–2

Question 7 (d)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Makes clearly evident the importance of the Assyrian army during this period Develops a clear, comprehensive, coherent and accurate response using appropriate terms and concepts 	11–12
<ul style="list-style-type: none"> Makes evident the importance of the Assyrian army during this period Develops a clear and coherent response using appropriate terms and concepts accurately 	9–10
<ul style="list-style-type: none"> Makes evident the importance of the Assyrian army during this period Provides a response using appropriate terms and concepts 	6–8
<ul style="list-style-type: none"> Provides some information about the importance of the Assyrian army during this period Uses some terms and concepts 	4–5
<ul style="list-style-type: none"> Makes ONE or TWO points about the Assyrian army during this period 	1–3

Option E — The Near East: Society in Israel from Solomon to the fall of Samaria**Question 8 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Names TWO Israelite sites	2
• Names ONE Israelite site	1

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

Criteria	Marks
• Presents an accurate, detailed description of Asherah	3
• Presents an accurate description of the role of Asherah	2
• Makes ONE relevant point about the role of Asherah	1

Question 8 (c)*Outcomes assessed: H1.1, H3.1, H4.1***MARKING GUIDELINES**

Criteria	Marks
• Provides detailed and accurate information about the main features of Solomon's temple in Jerusalem • Refers closely to the source and other evidence	7–8
• Provides accurate information about the main features of Solomon's temple in Jerusalem • Refers to the source and other evidence	5–6
• Provides some information about the features of Solomon's temple in Jerusalem • Refers to the source	3–4 –
• Makes ONE or TWO relevant points about Solomon's temple in Jerusalem	1–2

Question 8 (d)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Makes clearly evident the importance of the prophets in Israelite society during this period• Develops a clear, comprehensive, coherent and accurate response using appropriate terms and concepts	11–12
<ul style="list-style-type: none">• Makes evident the importance of the prophets in Israelite society during this period• Develops a clear and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes evident the importance of the prophets in Israelite society during this period evident• Provides a response using appropriate terms and concepts	6–8
<ul style="list-style-type: none">• Provides some relevant information about the importance of the prophets in Israelite society during this period• Uses some terms and concepts	4–5
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about prophets in Israelite society during this period	1–3

Option F — The Near East: Persian Society at the time of Darius and Xerxes**Question 9 (a)**

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Names TWO Persian sites	2
<ul style="list-style-type: none">• Names ONE Persian site	1

Question 9 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents an accurate, detailed description of the Royal road	3
<ul style="list-style-type: none">• Presents an accurate description of the Royal road	2
<ul style="list-style-type: none">• Makes ONE relevant point about the Royal road	1

Question 9 (c)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides detailed and accurate information about the main features of Persian architecture Refers closely to the source and other evidence 	7–8
<ul style="list-style-type: none"> Provides accurate information about the main features of Persian architecture. Refers to the source and other evidence 	5–6
<ul style="list-style-type: none"> Provides some information about some features of Persian architecture. Refers to the source 	3–4
<ul style="list-style-type: none"> Makes ONE or TWO relevant points about features of Persian architecture 	1–2

Question 9 (d)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Makes clearly evident the importance of religion in Persian society during this period Develops a clear, comprehensive, coherent and accurate response using appropriate terms and concepts 	11–12
<ul style="list-style-type: none"> Makes evident the importance of religion in Persian society during this period evident Develops a clear and coherent response using appropriate terms and concepts accurately 	9–10
<ul style="list-style-type: none"> Makes evident the importance of religion in Persian society during this period evident Provides a response using appropriate terms and concepts 	6–8
<ul style="list-style-type: none"> Provides some relevant information about the importance of religion in Persian society during this period Uses some terms and concepts 	4–5
<ul style="list-style-type: none"> Makes ONE or TWO relevant points about religion in Persian society during this period 	1–3

Option G — Greece: The Bronze Age – Society in Minoan Crete**Question 10 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Names TWO types of Minoan writing	2
• Names ONE type of Minoan writing	1

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

Criteria	Marks
• Presents an accurate, detailed description of the Horns of Consecration	3
• Presents an accurate description of the Horns of Consecration	2
• Makes ONE relevant point about the Horns of Consecration	1

Question 10 (c)*Outcomes assessed: H1.1, H3.1, H4.1***MARKING GUIDELINES**

Criteria	Marks
• Provides detailed and accurate information about the main features of Minoan burial customs • Refers closely to the source and other evidence	7–8
• Provides accurate information about the main features of Minoan burial customs • Refers to the source and other evidence	5–6
• Provides some information about some features of Minoan burial customs • Refers to the source	3–4
• Makes ONE or TWO relevant points about Minoan burial customs	1–2

Question 10 (d)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides accurate and detailed information about the evidence and what it reveals about crafts and industry in Minoan society Develops a clear, comprehensive, coherent and accurate response using appropriate terms and concepts 	11–12
<ul style="list-style-type: none"> Provides accurate information about the evidence and what it reveals about crafts and industry in Minoan society Develops a clear and coherent response using appropriate terms and concepts 	9–10
<ul style="list-style-type: none"> Provides some information about the evidence for crafts and industry in Minoan society Provides a response using appropriate terms and concepts 	6–8
<ul style="list-style-type: none"> Provides some information about the evidence for crafts and industry in Minoan society Uses some terms and concepts 	4–5
<ul style="list-style-type: none"> Makes ONE or TWO relevant points about crafts and industry in Minoan society 	1–3

Option H — Greece: The Bronze Age – Mycenaean society
Question 11 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Names TWO Mycenaean gods 	2
<ul style="list-style-type: none"> Names ONE Mycenaean god 	1

Question 11 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Presents detailed and accurate information about the Cyclopean walls 	3
<ul style="list-style-type: none"> Presents accurate information about Cyclopean walls 	2
<ul style="list-style-type: none"> Makes ONE relevant point about Cyclopean walls 	1

Question 11 (c)*Outcomes assessed: H1.1, H3.1, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides an accurate and detailed information about the main features of Mycenaean burial customs• Refers closely to the source and other evidence	7–8
<ul style="list-style-type: none">• Provides accurate information about the main features of Mycenaean burial customs• Refers to the source and other evidence	5–6
<ul style="list-style-type: none">• Provides some information about some features of Mycenaean burial customs• Refers to the source	3–4 –
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about Mycenaean burial customs	1–2

Question 11 (d)*Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides accurate and detailed information about the evidence and what it reveals about the social structure of Mycenaean society• Develops a clear, comprehensive, coherent and accurate response using appropriate terms and concepts	11–12
<ul style="list-style-type: none">• Provides accurate information about the evidence and what it reveals about the social structure of Mycenaean society• Develops a clear and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes evident the social structure of Mycenaean society• Provides a response using appropriate terms and concepts	6–8
<ul style="list-style-type: none">• Provides some relevant information about the social structure of Mycenaean society• Uses some terms and concepts	4–5
<ul style="list-style-type: none">• Makes ONE or TWO points about social structure of Mycenaean society	1–3

Option I — Greece: Spartan society to the Battle of Leuctra 371 BC**Question 12 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Names TWO ancient authors who wrote about Sparta	2
• Names ONE ancient author who wrote about Sparta	1

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

Criteria	Marks
• Presents detailed and accurate information about the <i>syssitia</i>	3
• Presents accurate information about the <i>syssitia</i>	2
• Makes ONE relevant point about the <i>syssitia</i>	1

Question 12 (c)*Outcomes assessed: H1.1, H3.1, H4.1***MARKING GUIDELINES**

Criteria	Marks
• Provides detailed and accurate information about the main features of Spartan religious festivals • Refers closely to the source and other evidence	7–8
• Provides accurate information about the main features of Spartan religious festivals • Refers to the source and other evidence	5–6
• Provides some information about some features of Spartan religious festivals • Refers to the source	3–4 –
• Makes ONE or TWO relevant points about Spartan religious festivals	1–2

Question 12 (d)*Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes clearly evident the importance of the army in Spartan society during this period• Develops a clear, comprehensive, coherent and accurate response using appropriate terms and concepts	11–12
<ul style="list-style-type: none">• Makes evident the importance of the army in Spartan society during this period during this period• Develops a clear and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes evident the importance of the army in Spartan society during this period• Provides a response using appropriate terms and concepts	6–8
<ul style="list-style-type: none">• Provides some relevant information about the importance of the army in Spartan society during this period.• Uses some terms and concepts	4–5
<ul style="list-style-type: none">• Makes ONE or TWO points about the Spartan army during this period	1–3

Option J — Greece: Athenian society in the time of Pericles**Question 13 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Names TWO Athenian festivals	2
<ul style="list-style-type: none">• Names ONE Athenian festival	1

Question 13 (b)*Outcomes assessed: H1.1, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides accurate and detailed information about metics	3
<ul style="list-style-type: none">• Provides accurate information about metics	2
<ul style="list-style-type: none">• Makes ONE relevant point about metics	1

Question 13 (c)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides detailed and accurate information about the main features of the Agora Refers closely to the source and other evidence 	7–8
<ul style="list-style-type: none"> Provides accurate information about the main features of the Agora. Refers to the source and other evidence 	5–6
<ul style="list-style-type: none"> Provides some information about some features of the Agora. Refers to the source 	3–4 –
<ul style="list-style-type: none"> Makes ONE or TWO relevant points about the Agora 	1–2

Question 13 (d)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Makes clearly evident the importance of the Acropolis in Athenian society during this period Develops a clear, comprehensive, coherent and accurate response using appropriate terms and concepts 	11–12
<ul style="list-style-type: none"> Makes evident the importance of the Acropolis in Athenian society during this period Develops a clear and coherent response using appropriate terms and concepts accurately 	9–10
<ul style="list-style-type: none"> Makes evident the importance of the Acropolis in Athenian society during this period Provides a response using appropriate terms and concepts 	6–8
<ul style="list-style-type: none"> Provides some relevant information about the importance of the Acropolis in Athenian society during this period Uses some terms and concepts 	4–5
<ul style="list-style-type: none"> Makes ONE or TWO points about the Acropolis during this period 	1–3

Section III — Personalities in Their Times

Option A — Egypt: Hatsheput

Question 14 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about Hatshepsut's relationship with Thutmose III, using relevant sources to support the response• Develops a comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides some accurate information about Hatshepsut's relationship with Thutmose III, using relevant sources to support the response• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Provides some information about Hatshepsut's relationship with Thutmose III• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about Hatshepsut's relationship with Thutmose III• Uses some appropriate terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO points about Hatshepsut's relationship with Thutmose III	1–2

Question 14 (b)*Outcomes assessed: H1.1, H3.1, H3.4, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive, sustained and coherent judgement about the achievements of Hatshepsut• Develops a sustained, logical and well-structured argument, using appropriate historical terms and concepts accurately• Supports the response with detailed and accurate information from relevant sources	13–15
<ul style="list-style-type: none">• Provides a comprehensive and coherent judgement about the achievements of Hatshepsut.• Develops a logical and well-structured argument, using appropriate terms and concepts accurately.• Supports the response with accurate information from relevant sources	10–12
<ul style="list-style-type: none">• Provides some judgement about the achievements of Hatshepsut.• Presents a structured argument, using appropriate terms and concepts• Supports the response with information from relevant sources	7–9
<ul style="list-style-type: none">• Describes some achievements of Hatshepsut• Uses some appropriate terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about the achievements of Hatshepsut	1–3

Option B — Egypt: Akhenaten**Question 15 (a)**

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about the relationship between Akhenaten and his family, using relevant sources to support the response• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides some accurate information about the relationship between Akhenaten and his family, using relevant sources to support the response• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Provides some information about the relationship between Akhenaten and his family• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about the relationship between Akhenaten and his family• Uses some appropriate terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO points about the relationship between Akhenaten and his family	1–2

Question 15 (b)*Outcomes assessed: H1.1, H3.1, H3.4, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive, sustained and coherent judgement about the achievements of Akhenaten• Develops a sustained, logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with detailed and accurate information from relevant sources	13–15
<ul style="list-style-type: none">• Provides a comprehensive and coherent judgement about the achievements of Akhenaten• Develops a logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with accurate information from relevant sources	10–12
<ul style="list-style-type: none">• Provides some judgement about the achievements of Akhenaten• Presents a structured argument, using appropriate terms and concepts• Supports the response with information from relevant sources	7–9
<ul style="list-style-type: none">• Describes some achievements of Akhenaten• Uses some appropriate terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about the achievements of Akhenaten	1–3

Option C — Egypt: Ramesses II**Question 16 (a)***Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about the relationship between Ramesses II and his officials, using relevant sources to support the response• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides some accurate information about the relationship between Ramesses II and his officials, using relevant sources to support the response• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Provides some information about the relationship between Ramesses II and his officials• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about the relationship between Ramesses II and his officials• Uses some appropriate terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO points about the relationship between Ramesses II and his officials	1–2

Question 16 (b)*Outcomes assessed: H1.1, H3.1, H3.4, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive, sustained and coherent judgement about the achievements of Ramesses• Develops a sustained, logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with detailed and accurate information from relevant sources	13–15
<ul style="list-style-type: none">• Provides a comprehensive and coherent judgement about the achievements of Ramesses• Develops a logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with accurate information from relevant sources	10–12
<ul style="list-style-type: none">• Provides some judgement about the achievements of Ramesses.• Presents a structured argument, using appropriate terms and concepts• Supports the response with information from relevant sources	7–9
<ul style="list-style-type: none">• Describes some achievements of Ramesses• Uses some appropriate terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about the achievements of Ramesses	1–3

Option D — The Near East: Sennacherib**Question 17 (a)**

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about Sennacherib's relationship with the vassal states of the Assyrian empire, using relevant sources to support the response• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately.	9–10
<ul style="list-style-type: none">• Provides some accurate information about Sennacherib's relationship with the vassal states of the Assyrian empire, using relevant sources to support the response• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Provides some information about Sennacherib's relationship with the vassal states of the Assyrian empire• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about Sennacherib's relationship with the vassal states of the Assyrian empire• Uses some appropriate terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO points about Sennacherib's relationship with the vassal states of the Assyrian empire	1–2

Question 17 (b)*Outcomes assessed: H1.1, H3.1, H3.4, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive, sustained and coherent judgement about the achievements of Sennacherib• Develops a sustained, logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with detailed and accurate information from relevant sources	13–15
<ul style="list-style-type: none">• Provides a comprehensive and coherent judgement about the achievements of Sennacherib• Develops a logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with accurate information from relevant sources	10–12
<ul style="list-style-type: none">• Provides some judgement about the achievements of Sennacherib• Presents a structured argument, using appropriate terms and concepts• Supports the response with information from relevant sources	7–9
<ul style="list-style-type: none">• Describes some achievements of Sennacherib• Uses some appropriate terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about the achievements of Sennacherib	1–3

Option E — The Near East: Xerxes**Question 18 (a)***Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about Xerxes' relationship with Persians and non-Persians, using relevant sources to support the response• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides some accurate information about Xerxes' relationship with Persians and non-Persians, using relevant sources to support the response• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Provides some information about Xerxes' relationship with Persians and non-Persians• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about Xerxes' relationship with Persians and non-Persians• Uses some appropriate terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO points about Xerxes' relationship with Persians and non-Persians	1–2

Question 18 (b)*Outcomes assessed: H1.1, H3.1, H3.4, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive, sustained and coherent judgement about the achievements of Xerxes• Develops a sustained, logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with detailed and accurate information from relevant sources	13–15
<ul style="list-style-type: none">• Provides a comprehensive and coherent judgement about the achievements of Xerxes.• Develops a logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with accurate information from relevant sources.	10–12
<ul style="list-style-type: none">• Provides some judgement about the achievements of Xerxes• Presents a structured argument, using appropriate terms and concepts• Supports the response with information from relevant sources	7–9
<ul style="list-style-type: none">• Describes some achievements of Xerxes• Uses some appropriate terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about the achievements of Xerxes	1–3

Option F — The Near East: Hannibal

Question 19 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides detailed and accurate information about Hannibal's relationship with his opponents, using relevant sources to support the response Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately 	9–10
<ul style="list-style-type: none"> Provides some accurate information about Hannibal's relationship with his opponents, using relevant sources to support the response Develops a clear and coherent response using appropriate terms and concepts accurately 	7–8
<ul style="list-style-type: none"> Provides some information about Hannibal's relationship with his opponents Provides a response using some appropriate terms and concepts 	5–6
<ul style="list-style-type: none"> Makes general points about Hannibal's relationship with his opponents Uses some appropriate terms and concepts 	3–4
<ul style="list-style-type: none"> Makes ONE or TWO points about Hannibal's relationship with his opponents 	1–2

Question 19 (b)

Outcomes assessed: H1.1, H3.1, H3.4, H4.1, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive, sustained and coherent judgement about the achievements of Hannibal Develops a sustained, logical and well-structured argument, using appropriate terms and concepts accurately Supports the response with detailed and accurate information from relevant sources 	13–15
<ul style="list-style-type: none"> Provides a comprehensive and coherent judgement about the achievements of Hannibal Develops a logical and well-structured argument, using appropriate terms and concepts accurately Supports the response with accurate information from relevant sources 	10–12
<ul style="list-style-type: none"> Provides some judgement about the achievements of Hannibal Presents a structured argument, using appropriate terms and concepts Supports the response with information from relevant sources 	7–9
<ul style="list-style-type: none"> Describes some achievements of Hannibal Uses some appropriate terms and concepts 	4–6
<ul style="list-style-type: none"> Makes some simple points about the achievements of Hannibal 	1–3

Option G — Greece: Pericles**Question 20 (a)**

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about Pericles' relationship with the Athenians, using relevant sources to support the response• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides some accurate information about Pericles' relationship with the Athenians, using relevant sources to support the response• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Provides some information about Pericles' relationship with the Athenians• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about Pericles' relationship with the Athenians• Uses some appropriate terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO points about Pericles' relationship with the Athenians	1–2

Question 20 (b)*Outcomes assessed: H1.1, H3.1, H3.4, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive, sustained and coherent judgement about the achievements of Pericles• Develops a sustained, logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with detailed and accurate information from relevant sources	13–15
<ul style="list-style-type: none">• Provides a comprehensive and coherent judgement about the achievements of Pericles• Develops a logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with accurate information from relevant sources	10–12
<ul style="list-style-type: none">• Provides some judgement about the achievements of Pericles• Presents a structured argument, using appropriate terms and concepts• Supports the response with information from relevant sources	7–9
<ul style="list-style-type: none">• Describes some achievements of Pericles• Uses some appropriate terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about the achievements of Pericles	1–3

Option H — Greece: Alexander the Great**Question 21 (a)***Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about Alexander the Great's relationship with the Macedonians, using relevant sources to support the response• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides some accurate information about Alexander the Great's relationship with the Macedonians, using relevant sources to support the response• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Provides some information about Alexander the Great's relationship with the Macedonians• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about Alexander the Great's relationship with the Macdonians• Uses some appropriate terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO points about Alexander the Great's relationship with the Macedonians	1–2

Question 21 (b)*Outcomes assessed: H1.1, H3.1, H3.4, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive, sustained and coherent judgement about the achievements of Alexander the Great• Develops a sustained, logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with detailed and accurate information from relevant sources	13–15
<ul style="list-style-type: none">• Provides a comprehensive and coherent judgement about the achievements of Alexander the Great• Develops a logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with accurate information from relevant sources	10–12
<ul style="list-style-type: none">• Provides some judgement about the achievements of Alexander the Great• Presents a structured argument, using appropriate terms and concepts• Supports the response with information from relevant sources	7–9
<ul style="list-style-type: none">• Describes some achievements of Alexander the Great• Uses some appropriate terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about the achievements of Alexander the Great	1–3

Option I — Greece: Cleopatra VII**Question 22 (a)***Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about Cleopatra's relationship with Mark Antony, using relevant sources to support the response• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides some accurate information about Cleopatra's relationship with Mark Antony, using relevant sources to support the response• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Provides some information about Cleopatra's relationship with Mark Antony• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about Cleopatra's relationship with Mark Antony• Uses some appropriate terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO points about Cleopatra's relationship with Mark Antony	1–2

Question 22 (b)*Outcomes assessed: H1.1, H3.1, H3.4, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive, sustained and coherent judgement about the achievements of Cleopatra• Develops a sustained, logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with detailed and accurate information from relevant sources	13–15
<ul style="list-style-type: none">• Provides a comprehensive and coherent judgement about the achievements of Cleopatra• Develops a logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with accurate information from relevant sources	10–12
<ul style="list-style-type: none">• Provides some judgement about the achievements of Cleopatra• Presents a structured argument, using appropriate terms and concepts• Supports the response with information from relevant sources	7–9
<ul style="list-style-type: none">• Describes some achievements of Cleopatra• Uses some appropriate terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about the achievements of Cleopatra	1–3

Option J — Rome: Tiberius Gracchus**Question 23 (a)***Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about Tiberius Gracchus' relationship with the senate, using relevant sources to support the response• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides some accurate information about Tiberius Gracchus' relationship with the senate, using relevant sources to support the response• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Provides some information about Tiberius Gracchus' relationship with the senate• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about Tiberius Gracchus' relationship with the senate• Uses some appropriate terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO points about Tiberius Gracchus' relationship with the senate	1–2

Question 23 (b)*Outcomes assessed: H1.1, H3.1, H3.4, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive, sustained and coherent judgement about the achievements of Tiberius Gracchus• Develops a sustained, logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with detailed and accurate information from relevant sources	13–15
<ul style="list-style-type: none">• Provides a comprehensive and coherent judgement about the achievements of Tiberius Gracchus• Develops a logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with accurate information from relevant sources	10–12
<ul style="list-style-type: none">• Provides some judgement about the achievements of Tiberius Gracchus• Presents a structured argument, using appropriate terms and concepts• Supports the response with information from relevant sources	7–9
<ul style="list-style-type: none">• Describes some achievements of Tiberius Gracchus• Uses some appropriate terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about the achievements of Tiberius Gracchus	1–3

Option K — Rome: Julius Caesar**Question 24 (a)**

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about Julius Caesar's relationship with the senate, using relevant sources to support the response• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides some accurate information about Julius Caesar's relationship with the senate, using relevant sources to support the response• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Provides some information about Julius Caesar's relationship with the senate• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about Julius Caesar's relationship with the senate• Uses some appropriate terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO points about Julius Caesar's relationship with the senate	1–2

Question 24 (b)*Outcomes assessed: H1.1, H3.1, H3.4, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive, sustained and coherent judgement about the military achievements of Julius Caesar• Develops a sustained, logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with detailed and accurate information from relevant sources	13–15
<ul style="list-style-type: none">• Provides a comprehensive and coherent judgement about the military achievements of Julius Caesar• Develops a logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with accurate information from relevant sources	10–12
<ul style="list-style-type: none">• Provides some judgement about the military achievements of Julius Caesar• Presents a structured argument, using appropriate terms and concepts• Supports the response with information from relevant sources	7–9
<ul style="list-style-type: none">• Describes some military achievements of Julius Caesar• Uses some appropriate terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about the military achievements of Julius Caesar	1–3

Option L — Rome: Agrippina the Younger**Question 25 (a)**

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about Agrippina the Younger's relationship with Seneca, Burrus and imperial freedmen, using relevant sources to support the response• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides some accurate information about Agrippina the Younger's relationship with Seneca, Burrus and imperial freedmen, using relevant sources to support the response• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Provides some information about Agrippina the Younger's relationship with Seneca, Burrus and imperial freedmen• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about Agrippina the Younger's relationship with Seneca, Burrus and imperial freedmen• Uses some appropriate terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO points about Agrippina the Younger's relationship with Seneca, Burrus and imperial freedmen	1–2

Question 25 (b)*Outcomes assessed: H1.1, H3.1, H3.4, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive, sustained and coherent judgement about the achievements of Agrippina the Younger• Develops a sustained, logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with detailed and accurate information from relevant sources	13–15
<ul style="list-style-type: none">• Provides a comprehensive and coherent judgement about the achievements of Agrippina the Younger• Develops a logical and well-structured argument, using appropriate terms and concepts accurately• Supports the response with accurate information from relevant sources	10–12
<ul style="list-style-type: none">• Provides some judgement about the achievements of Agrippina the Younger• Presents a structured argument, using appropriate terms and concepts• Supports the response with information from relevant sources	7–9
<ul style="list-style-type: none">• Describes some achievements of Agrippina the Younger• Uses some appropriate terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about the achievements of Agrippina the Younger	1–3

Section IV — Historical Periods

Questions with the terms ‘explain’ and ‘why’

Questions	26 (a)	29 (a)	30 (a)	31 (b)	33 (b)	35 (a)	36 (a)
	38 (b)	40 (b)					

Outcomes assessed: H1.1, H2.1, H3.1, H3.3, H4.1, H4.2

MARKING GUIDELINES

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

Section IV — Historical Periods (continued)

Questions with the term ‘evaluate’

Questions 26 (b) 27 (a) 28 (b) 29 (b) 32 (b) 34 (a) 37 (b)

Outcomes assessed: H1.1, H2.1, H3.1, H3.3, H4.1, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a clear and critical judgement about key people, group, events and institutions based on criteria relevant to the historical context Presents a sustained, logical well structured response with accurate and detailed knowledge of individuals, groups, events and ideas Supports the response with detailed and accurate information from relevant sources; may analyse and evaluate sources Uses a range of appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> Provides a clear judgement about key people, group, events and institutions based on criteria relevant to the historical context Presents a logical, structured response with detailed knowledge of individuals, groups, events and ideas Supports the response with information from relevant sources; may analyse and evaluate sources Uses appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> Makes a limited judgement about key people, groups, events and institutions Presents a response with some knowledge of individuals, groups, events and ideas Supports the response with some information from relevant sources Uses some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> Makes statements about the different roles played by key people, groups, events and institutions Presents descriptive narration with basic knowledge of individuals, groups, events and ideas May support the response with basic information from relevant sources Basic use of appropriate historical terms and concepts 	6–10
<ul style="list-style-type: none"> Presents a very limited narration/description of people and/or events from the period Very limited use of appropriate historical terms and concepts 	1–5

Section IV — Historical Periods (continued)

Questions with the term ‘assess’

Questions	28 (a)	31 (a)	33 (a)	34 (b)	37 (a)	38 (a)	39 (a)
	40 (a)	41 (a)	41 (b)				

Outcomes assessed: H1.1, H2.1, H3.1, H3.3, H4.1, H4.2

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; may analyse and evaluate sources • Uses a range of appropriate historical 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 logical structured response drawing on an identification of relevant features of the period • Supports the response with information from relevant sources, may analyse and evaluate sources • Uses appropriate historical 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 • Supports the response with some information from relevant sources • Uses some appropriate historical terms and concepts 	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 • May support the response with basic information from relevant sources • Basic use of appropriate historical terms and concepts 	6–10
<ul style="list-style-type: none"> • Presents a very limited narration/description of people and/or events from the period • Very limited use of appropriate historical terms and concepts 	1–5

Section IV — Historical Periods (continued)

Questions with the term ‘account for’

Questions 30 (b) 32 (a) 35 (b) 39 (b)

Outcomes assessed: H1.1, H2.1, H3.1, H3.3, H4.1, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides clear, complex and detailed reasons for change and continuity in the relevant historical context Presents a sustained, logical and well-structured response with a clear identification of relevant features and issues of the period Supports the response with detailed and accurate information from specific, relevant sources. Uses a range of appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> Provides clear and detailed reasons for change and continuity in the relevant historical context Presents a sustained, logical and structured response drawing on an identification of relevant features and issues of the period Supports the response with accurate information from relevant sources. Uses appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> Provides reasons for change and continuity in the relevant historical context Presents a response drawing on an identification of relevant features and issues of the period Supports the response with some information from relevant sources Uses some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> Makes statements about change and continuity in the relevant historical context Provides a descriptive narration which may include relevant features and issues of the period May support responses with basic information from relevant sources Basic use of appropriate historical terms and concepts 	6–10
<ul style="list-style-type: none"> Presents a very limited narration/description of people and/or events from the period Very limited use of historical terms/concepts 	1–5

Section IV — Historical Periods (continued)

Questions with the term ‘analyse’

Question 36 (b)

Outcomes assessed: H1.1, H2.1, H3.1, H3.3, H4.1, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies relevant people, events and issues and makes evident the relationship between them. Demonstrates a comprehensive understanding of the implications Presents a sustained, logical and well-structured response which clearly identifies relevant features of the period Supports the response with detailed and accurate information from specific, relevant sources. Uses a range of appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> Identifies relevant people, events and issues and makes evident the relationship between them Presents a logical and structured response which identifies relevant features of the period Supports the response with accurate information from relevant sources Uses appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> Identifies some relevant people, events and issues and refers to the relationship between them Presents a response which identifies relevant features of the period Supports the response with some information from relevant sources Uses some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> Makes statements about relevant people, events and issues 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 period Very limited use of appropriate historical terms and concepts 	1–5