

2001 HSC Notes from
the Examination Centre
Ancient History

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2001 HSC NOTES FROM THE EXAMINATION CENTRE ANCIENT HISTORY

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Ancient History. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 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

Section I of the examination paper attracted a wide range of responses from elementary to excellent achievement. Candidates generally satisfied syllabus outcomes and demonstrated sound, pertinent and wide knowledge. It was pleasing to see candidates incorporating primary and secondary sources in their answers.

The majority of candidates made a reasonable attempt at each part of the structured questions.

In part (a) of the questions, the better prepared candidates were able to present succinct descriptions as required. Candidates who provided lengthy and detailed information may have had less time to devote to the other parts of the question.

Most candidates did not limit their use of, or reference to, sources as required in part (b). Unfortunately, those candidates who were not able to refer to sources in part (b) did not achieve the highest range of marks. In this part, the better prepared candidates were also able to provide a detailed and balanced explanation by referring to cause and effect.

Part (c) of the questions attracted extensive responses. This part required candidates to evaluate 'success', 'achievements', 'importance' and 'influence' of the particular personality they were presenting. Candidates that provided a detailed and coherent evaluation achieved the excellent range of marks (10–12). Responses that were accurate but limited in judgement were awarded marks in the range of 4–6.

The most popular personality was Hatshepsut. The other popular personalities were: Agrippina, Pericles, Alexander and Caesar. The least popular personality was Scipio.

Section I – Personalities in Their Times

Specific Comments

Question 1 – Option A – Egypt: Hatshepsut

- (a) The majority of candidates were able to give an accurate description of the Punt expedition, referring to the persons involved, possible location of Punt and the goods traded. A number of candidates discussed the reasons for the expedition, or the benefits of it, rather than focusing on the expedition itself.
- (b) Candidates were generally able to support their answer with a range of relevant primary and secondary sources. The best answers in this section were able to offer a clear and detailed explanation of the various factors which enabled Hatshepsut to become king. Weaker answers gave a prepared response on how Hatshepsut justified her claim to the throne.

Candidates need to make a clear distinction between the terms ‘regency’ and ‘co-regency’.

- (c) Some outstanding arguments were presented in this section by candidates who were able to evaluate various aspects of Hatshepsut’s reign and drew conclusions from their study of the relevant evidence. Best answers were able to show the relationship between these aspects. Weaker answers recited a prepared list of Hatshepsut’s achievements with little or negligible attempt at assessment.

Question 2 – Option B – Egypt: Akhenaten

- (a) Superior responses in this part briefly referred to the political and religious importance of the relationship, while weaker answers confined themselves to a discussion of the personal relationship between Nefertiti and Akhenaten. Candidates need to be reminded to limit their answer to a page or less for part (a), so as not to lose valuable time required to answer parts (b) and (c).
- (b) Some candidates experienced difficulty in incorporating relevant evidence in their answers. More able candidates drew on the evidence from the reign of Amenhotep III to discuss possible influences on Akhenaten. Better candidates were able to refer to the lack of sources or the tentative nature of conclusions to be drawn from them.
- (c) This part produced a mixed response from candidates. Better candidates were able to offer a coherent assessment of aspects of both domestic and foreign policy. Weaker candidates offered a catalogue of reforms, and a prepared answer on the legacy of Akhenaten.

Question 3 – Option C – Egypt: Ramesses II

- (a) Most candidates were able to offer an account of the battle, although a significant number of candidates wrote at too great a length to allow themselves adequate time to answer part (c) effectively.

- (b) This part was generally not well answered. Many candidates showed limited knowledge of Ramesses' family and dynastic background, and even fewer candidates were able to cite relevant evidence. Some superior answers discussed in detail his early military and building activities under Seti I, the evidence for the supposed co-regency, and emphasised the military and religious preoccupation of the early Ramessids.
- (c) Overall, despite the range of material available to candidates, part (c) was not answered very well. The best quality responses to this part assessed a range of issues relating to both domestic and foreign policy achievements. These candidates displayed a detailed knowledge of specific activities/policies including building/religious, and were able to reflect on different interpretations of Ramesses' success. Poorer candidates recited the usual catalogue of accomplishments, but with little genuine attempt to analyse or assess.

Question 4 – Option D – Near East: Sennacherib

This personality attracted a small but well prepared candidature. Part (a) was well attempted by all candidates, while part (b) indicated a good knowledge of the worship of gods and goddesses, reinforced by references to relevant sources. Candidates could generally assess Sennacherib's success as king in part (c).

Question 5 – Option E – Near East: Jezebel

This option is growing in popularity. Most candidates displayed pertinent knowledge in parts (a) and (b), and generally provided excellent evaluation in part (c).

Question 6 – Option F – Near East: Xerxes

Many candidates misinterpreted the question in part (a) causing a number of concerns. Many responses provided a description of how successful Xerxes was as King of Persia. In part (b), a number of candidates did not follow the direction to refer to sources. Part (c) allowed candidates to display their knowledge and historical skills.

Question 7 – Option G – Greece: Pericles

Part (a) was well answered and candidates accurately referred to Pericles' building program. Part (b) was challenging for many candidates, and the role of *strategos* proved difficult to explain. In part (c), better prepared candidates highlighted the development of democracy under Pericles.

Question 8 – Option H – Greece: Alexander the Great

This personality attracted varied responses from candidates. Part (b) proved very challenging to many candidates who did not make references to sources.

Question 9 – Option I – Greece: Cleopatra VII

This option is growing in popularity. Part (a) proved challenging to some candidates, as they described the battle rather than its significance. However, part (b) enabled candidates to display a sound knowledge of Cleopatra's role and image. Part (c) provided better prepared candidates an opportunity for in depth evaluation of the personality.

Question 10 – Option J – Rome: Scipio Africanus

Very few candidates attempted this option.

Question 11 – Option K – Rome: Julius Caesar

Parts (a) and (b) were generally well attempted. In part (c), candidates wrote long responses, however some candidates could only provide a narrative with little attempt at assessment.

Question 12 – Option L – Rome: Agrippina the Younger

- (a) Candidates who gained full marks gave a detailed and accurate description of the various attempts on Agrippina's life, and who was responsible for these. It was not necessary to include an account of the deteriorating relationship between Nero and his mother.
- (b) Many candidates showed a sound knowledge of all three of Agrippina's marriages, and were able to explain the importance of each to her acquisitions of wealth and power. The better candidates used a wide range of both primary and secondary sources wisely and effectively.
- (c) Most candidates were well versed in the details of Agrippina's exercise of power during the reigns of Gaius, Claudius and Nero. Better candidates went beyond description to assess the power and influence in the context of the Julio–Claudian family and the role of imperial women, making a clear judgement of the achievements in comparison to other members of the family.

Section II – Ancient Societies

Specific Comments

Question 13 – Option A – Egypt: Society in Old Kingdom Egypt, Dynasties III-VI

- (a) Most candidates could name two Old Kingdom pharaohs, however some candidates included New Kingdom pharaohs in their responses.
- (b) In this part, most candidates were able to name two roles of a scribe.
- (c) In this part, a major problem for many candidates was that religious beliefs and/or practices were mistaken for myths. Those candidates who could describe a myth (such as the Osirian myth) could not explain its importance.
- (d) The role of the vizier was generally very well understood, with better answers naming several viziers and their specific roles.
- (e) Better answers discussed the life of ordinary workers in considerable detail, with reference to both Source 1 and other nobles' tombs. Poorer answers included scenes from New Kingdom tombs, or described everyday scenes from pyramids in great detail.

Question 14 – Option B – Egypt: Society in Middle Kingdom Egypt, Dynasties XI–XII

Very few candidates attempted this option.

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

- (a) Many candidates had difficulty in naming two kings of the Ramesside period. Many candidates nominated kings of the 18th Dynasty.
- (b) Most candidates could identify Amen as a major Theban god.
- (c) Most candidates could describe two leisure activities of nobles, with better answers providing specific evidence.
- (d) The roles of the vizier were generally well outlined, though specific evidence was often drawn from earlier periods. Few candidates referred to actual Ramesside viziers specifically.
- (e) Candidates chose several approaches to this question. Some candidates concentrated only on the mummification process in detail, and supported their response with specific evidence from the period. Other candidates included discussions on the building of his tomb, and various religious/funerary beliefs and preparations.

Question 16 – Option D – Near East: Assyrian society in the Sargonid Period from Sargon II to Ashurbanipal

- (a) Most candidates were able to name two of the four kings in the Sargonid period.
- (b) Overall, candidates were able to mention two forms of Assyrian art. A number of candidates however took the word ‘forms’ to refer to the subject matter of the art. These candidates described what the king was doing, as well as other Assyrians in, for example, the bas-reliefs.
- (c) This part was poorly answered by the majority of candidates. The better candidates used what little information there is on this subject, and referred to the development of the three-man chariot, improved bronze casting methods, the building of aqueducts, and improvements in the production of bas-reliefs.
- (d) Weaker candidates described the structure of Assyrian society in such a way as to be applicable to almost any civilisation in the ancient world. Better candidates were able to refer to the king and his role, the work of the nobility and bureaucracy, the heads of the army, the religious personnel, and the role of the Assyrian peasants.
- (e) This part was generally well answered. Candidates had plenty of material to work with from various textbooks and source books. The better candidates knew their sources and used them successfully. Weaker candidates simply wrote about Assyrian gods, and were unable to develop the ‘practices’ side of the question.

Question 17 – Option E – Near East: Society in Israel from Jeroboam I to the Fall of Samaria

- (a) Most candidates were able to name two cities in Israel. Weaker candidates also named cities in Judah.
- (b) Candidates were generally able to name two economic activities.
- (c) The role of non-royal women was generally poorly understood. Few candidates moved beyond generalisations that depicted non-royal women's roles as merely domestic work.
- (d) Better candidates understood that the monarchy referred to was Israel as opposed to Judah, and were able to discuss the process by which a king was given the throne. They were also able to discuss the role of the king, his power and the limits of his power. Weaker candidates generalised and often spoke about the monarchy in Judah.
- (e) Most candidates struggled with the concept of polytheism, discussing syncretism instead. The discussion centred on an explanation of the roles of Jezebel and Ahab rather than the whole period.

Question 18 – Option F – Near East: Persian Society in the time of Darius and Xerxes

- (a) The number of provinces and the sometimes conflicting lists of provinces in the sources had many candidates struggling to accurately name two provinces.
- (b) Most candidates knew what Persepolis was. The weaker candidates, however, were unsure of its purpose.
- (c) Many candidates did not understand the term 'monetary'. A number of them interpreted it to mean 'monarchy'. Better candidates were able to comment on the essentials of the monetary system including coinage, weights and measures, and taxation.
- (d) Stronger candidates were able to outline the main features and discuss the non-Persian origins of the various types of art. Weaker candidates merely described what the art was depicting.
- (e) This question was handled better than parts (c) and (d). Most candidates were aware of the Persian policy of tolerance towards subject peoples on the issue of religion. Stronger candidates were able to explain this aspect and, with reference to sources, discuss a number of occasions in different provinces of the empire under various kings when this policy was suspended.

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

- (a) Most candidates could name two Minoan palace sites.
- (b) The most popular choice for two types of writing were Linear A and Linear B.
- (c) Candidates often had a problem deciding what art was. Frescoes were the popular topic and the techniques were well known. Subject matter was widely covered.

- (d) The predominant myth or legend was Theseus and the Minotaur which was generally well known. Some candidates had problems with the concept of ‘myth’.
- (e) This part was very well answered.

Question 20 – Option H – Greece: Bronze Age Society – Mycenaean Society

General Comments

The whole question was straightforward and well answered by a fairly small candidature.

Question 21 – Option I – Greece: Spartan Society to the Battle of Leuctra 371 BC

General Comments

This was the most often attempted question in Section II.

Most candidates who attempted the Spartan question showed a limited knowledge of the Spartan kings of the period until Leuctra, confusing them with other personalities and periods. Weaker candidates also showed a narrow perspective on Spartan leisure activities.

Better candidates indicated a solid understanding of the nature and roles played by the Helot class in part (c), and also the education system in part (d). Many expanded upon the features of female education in Ancient Sparta as well as male. Unfortunately, prepared answers were evident in both of these parts.

The quote in part (e) was clearly the discriminator. Many candidates did not understand the quote from Plutarch, and gave long diatribes on Spartan society in general, rather than limiting themselves to a thorough and succinct understanding of the Gerousia’s role in the whole scheme of Spartan government and its relationship with the role of citizens. Markers commented upon the lack of specific knowledge evident in the majority of answers, and their lack of maintaining an answer to the set question. It was also evident that many candidates did not refer to the sources, or else they did not really understand its purpose.

Question 22 – Option J – Greece: Athenian Society in the time of Pericles

General Comments

The responses to this question were mixed. While most candidates did well in the latter parts of the question, even the best candidates found the first part difficult, indicating a lack of awareness of the city-states of the Athenian Empire.

The definition of ‘metics’ was on the whole quite well understood, and buildings were well described. In part (d) simpler responses about Athenian slaves and their importance described what slaves did, rather than their importance to society. Better responses also described slaves and their roles effectively, and discussed their equity with Ancient technology.

In part (e), religion was generally well explained and expressed using the source shown and other evidence.

Question 23 – Option K – Rome: Roman Society in the time of Cicero

Few candidates attempted this option and many of these appeared to have studied one of the other options.

The best answers specifically addressed each part of the question and demonstrated a thorough knowledge of this option.

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

- (a) Most candidates were able to name two public buildings in Rome at the time.
- (b) This question was not handled as well by candidates. Many candidates were able to obtain one mark for mentioning the term ‘first citizen’. Unfortunately many candidates did not explain that the office of Principate became synonymous with the title of Emperor.
- (c) On the whole, this question elicited some excellent responses with many candidates earning full marks. Candidates mentioned the arms, armour and equipment used by a legionary.
- (d) This question was also answered reasonably well. Candidates were able to explain the background of freedmen, and then trace the contributions that this class made to Roman Society during the Early Empire. Many made reference to the client system and the role freedmen played in the bureaucracy.
- (e) This question was excellently answered overall and produced many lengthy and detailed responses. Candidates discussed the traditional gods, the domestic deities, foreign cults and emperor worship. Teachers had prepared candidates very thoroughly for this question.

Question 25 – Option M – Rome: Roman Society in the Fourth Century AD

Few candidates attempted this option.

Section III – Historical Periods

General Comments

The better responses addressed the questions succinctly, made good use of both primary and secondary source material, and provided sustained and logical arguments. Weaker responses, however, struggled with the demands of the questions. They often misunderstood the wording of the question and provided material that was narrative and irrelevant. The use of description rather than analysis was also evident. Some responses also showed lack of knowledge of the whole period.

By far, the most popular questions in this section were Greece 35(b) and Rome 42(b). There were few responses to Questions 37(b), 38(b), 41(b) the Cicero option, and no answers to Question 44.

The top range of answers contained detailed factual knowledge and demonstrated an understanding of the whole historical period. Responses contained logical and coherent arguments and included effective use of both primary and secondary sources. Candidates demonstrated an awareness of different historical interpretations. The better candidates were also able to make effective and appropriate use of historical terms and concepts within their essays.

There were many candidates who obviously experienced difficulty with the wording of the questions. There was a general failure to understand the terms ‘assess’ and ‘explain’. Many candidates provided narrative responses regardless of the question type. These responses made limited use of sources and had some disjointed arguments.

The weaker responses provided a general narrative in answer to the questions, showed little understanding of the period studied, made little or no use of the terms and concepts, and made no reference to sources.

Specific Comments

Question 26 – Option A – Egypt: From Unification to the end of Dynasty VI

- (a) This was the most popular question in this option. The better responses were able to fully comprehend the meaning of ‘pyramid complexes’, and examined changes in architecture, religion and Egyptian social structure.

Weaker responses were unable to discuss the actual development of pyramid complexes throughout the period. The majority of responses gave a general presentation of the development of the pyramid itself.

- (b) This was not a very popular part. There were some excellent responses which were able to trace the changing role of queens and their increased importance. Good use of evidence given eg titulary and tombs.

Poorer responses provided a limited narration with few specific references to individual queens.

Question 27 – Option B – Egypt: Middle Kingdom Egypt, Dynasty XI to Dynasty XII

Very few candidates attempted this section.

Question 28 – Option C – Egypt: New Kingdom Egypt to the death of Thutmose IV

- (a) This was a very popular question. Better responses provided an analytical discussion on both the advantages and disadvantages for Egypt of the Hyksos occupation to the reign of Thutmose I, or further. There was good use of sources eg Ahmose son of Ebana.

Poorer responses ignored the word ‘impact’, and provided a narrative without any attempt at assessment. Many candidates did not understand the term ‘consolidation’, and sources were mostly lacking.

- (b) This was an equally popular question. Better responses were able to assess Thutmose’s military achievements, including Megiddo and beyond, his building programs, his extension of trade, and his enrichment of the Amun cult.

Weaker responses relied on description rather than assessment. They showed a limited knowledge of his activities, referring only to the Megiddo campaign, and providing minimal reference to his building programs.

Question 29 – Option D – Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II

- (a) This question attracted a large number of responses. The better ones attempted to interpret the word ‘impact’ by examining how Ramesses’ building program affected his image. They were able to give a comprehensive account of the significance of most of the major building projects.

Poorer responses were unable to interpret the word ‘impact’, and lacked specific details in reference to the building program.

- (b) This question attracted fewer candidates than 29(a). The better responses were able to discuss two queens and their importance in the period. They examined the religious and political roles which these queens played in the state, and their close connections with the king. Good use of sources was provided eg reliefs, temples.

Poorer responses were generally unable to assess the role of queens, and limited their discussion to one queen only.

Question 30 – Option E – Near East: Assyria from Tiglath-Pileser I to Tiglath-Pileser III, 1115–727 BC

This was not a very popular option with few scripts sighted.

Question 31 – Option F - Near East: Assyria from Sargon II to the fall of Nineveh 721–609 BC

- (a) The best responses for this option presented a detailed and accurate statement on Sargon’s treatment of Babylon, ie independence and re-conquest, Sennacherib’s harsh treatment of Babylon and the problem of continual rebellion, Babylon’s success in drawing neighbouring states into conflict with Assyria, the sack of Babylon by Assyria and Esarhaddons, and pro-Babylonian policy.

Weaker responses merely listed some of the historical events of the period.

- (b) Better responses were able to detail the settlement and succession question and early revolts in the empires, the restoration of Babylon, and the extensive policy of deportation. Military campaigns and the massive building program were included. These candidates demonstrated an accurate assessment of the significance of Esarhaddons’ achievements in the wider context of neo-Assyrian history and Assyrian kingship.

Question 32 – Option G – Near East: Israel and Judah from the death of Solomon to the Fall of Jerusalem

There were very few responses presented to questions set on this period.

- (a) Better candidates were able to demonstrate recognition of the complex changing relationship between the divided kingdom, and an assessment of the factors responsible for this changing relationship.
- (b) There were few responses to this part.

Question 33 – Option H – Near East: Persia from Cyrus II to the death of Darius III

- (a) The best responses were able to demonstrate recognition of the various attempts by the Persian kings of this period to expand their empire, the extent of this expansion, and its relative success or failure. Weaker responses gave a narration of the Persian wars with Greece.
- (b) The best responses recognised the various achievements of Cyrus II and viewed him as a shrewd Persian king who successfully presented himself as a liberator rather than a conqueror. Answers were supported by detailed and accurate information from relevant sources and scholarship. Weaker responses presented a very limited narration of Cyrus' reign.

Question 34 – Option I – Greece: The Development of the Greek World 800–500 BC

- (a) There were a few sound responses to this question that were able to provide a number of reasons to account for the rise of tyranny in Greek cities. Most of the responses however presented colonisation as the only cause of tyranny. Many candidates were only able to deal with a single tyrant rather than make reference to 'tyranny in Greek cities' as the question required.
- (b) This was a difficult question for many candidates as the significance of Cleisthenes' reforms were not effectively seen until the fifth century, which was outside the timeframe for this historical period. Generally, the candidates displayed a good knowledge of the reforms and why they were implemented. Some students attempted to explain the significance of the reforms, but were limited in the detail they were able to provide.

Question 35 – Option J – Greece: The Greek World 500–440 BC

- (a) The responses to this question on the Delian League were generally good. Most candidates demonstrated a solid understanding of the change and continuity that took place in this period. The methods referred to by most candidates included the naval forces of Cimon, the use of the tribute, the structure of the League, the planting of cleruchies/garrisons, the gradual subjugation of the allies, and the use of various decrees to enforce Athenian control. Weaker candidates gave a simple narrative of the events without any real explanation of the methods.
- (b) This question elicited a range of responses. The majority of candidates was able to describe Themistocles' role at the battle of Salamis. The better candidates assessed his role in developing the navy, and the battle strategies that were used at Salamis, as well as his willingness to forgo the leadership for the sake of Peloponnesian support. Better answers also made reference to the contradictory nature of the sources on Themistocles, especially regarding the 'decree of Themistocles' and his trickery against the Persians.

Question 36 – Option K – Greece: The Greek World 446–399 BC

- (a) Most of the answers to this question provided a narrative of the democratic changes that occurred during the war. Only a few candidates were able to account for these changes.
- (b) There were a few responses to this question that assessed the contribution of Brasidas and Lysander in the Peloponnesian War. Candidates often supported their arguments with sound reference to sources.

Question 37 – Option L – Greece: Fourth Century Greece to the death of Alexander the Great

- (a) The candidates who attempted this question generally displayed a good understanding of Philip of Macedon and his methods for controlling Greece.
- (b) There were no responses to this question.

Question 38 – Option M – Greece: The Hellenistic Period from the death of Alexander the Great to Cleopatra VII

- (a) This part attracted few responses.
- (b) No candidates answered this part. This would indicate that this period is not being studied for the HSC.

Question 39 – Option N – Rome: Rome’s Wars of Expansion 264–133 BC

- (a) Only a few candidates responded to this part.
- (b) There were fewer responses to this part on the Punic Wars than expected. The better responses were able to argue the issue of responsibility, and support the arguments with detailed examples and reference to sources.

Question 40 – Option O – Rome: Political Revolution in Rome 133–78 BC

- (a) This part provided a variety of responses. The better candidates referred to a number of tribunes such as Saturninus, the Gracchi and Livius Drusus to explain how the role changed. These responses were impressive for their sophisticated political analysis, reference to sources both ancient and modern. These candidates demonstrated thorough knowledge of the whole period.
- (b) The part on Gaius Gracchus was answered by many candidates. The average answers provided a narrative of his career with limited analysis and argument. The better responses displayed an understanding of the politics of the Gracchan period, and examined the need for reforms as well as the impact that Gaius had on the Roman system.

Question 41 – Option P – Rome: The Fall of the Roman Republic 78–28 BC

- (a) Some candidates who attempted this part were confused about the First and Second Triumvirate. The better candidates were able to examine both the formation and breakdown of the Triumvirate. The majority of the answers skimmed briefly over the formation of the alliance, and then dealt with the breakdown in some detail, particularly the role of Cleopatra.
- (b) The question about the significance of Pompey’s career elicited some detailed analytical responses. The better students who attempted this question managed to assess the whole of Pompey’s career and provided reasoned arguments about his military, political and administrative importance.

Question 42 – Option Q – Rome: Augustus and Julio-Claudians

- (a) Overall, this question was not completed well by candidates. Many candidates were confused by a Julio-Claudian question preceding the Augustus question. There were only a few responses about the imperial building programs.
- (b) The best responses to this question (about the ‘establishment and maintenance’ of Augustan power) were able to provide balanced responses to both parts of the question.

The nature of this part meant that candidates had a large amount of information that could be included, and as a result, many candidates were unable to present a balanced response. Overall, most candidates did know some information about the Augustan reforms. However, many of the weaker responses listed things that Augustus did without any solid attempt to explain how these reforms maintained his power.

Question 43 – Option R – Rome: The Roman Empire AD 68–235

There were very few responses to this question.

Question 44 – Option S – Rome: The Later Roman Empire AD 235–410

No candidates attempted this question.

Section IV – Additional Historical Period or Additional Ancient Society

General Comments

Generally, New Kingdom Egypt proved most popular amongst candidates. The best responses contained sophisticated and sustained arguments and were fluently articulated, drawing support from both ancient and modern sources. Weaker responses presented a narrative on the period, with little regard to the question asked. Many of these candidates presented a prepared answer from past papers.

In the Greek and Roman sections of this part of the paper, ie Questions 53 to 60, the most commonly answered questions were 54(a), 61(a) and 61(b).

Superior responses maintained a logical and well-constructed argument, supported by a wide range of relevant sources.

The most popular Egyptian society responses were 64(b), 66(a) and 66(b). The better responses were able to cite sound, relevant written and archaeological evidence as required. The poorer responses failed to include any relevant evidence, and relied on a poorly structured narrative that largely failed to address the question. Many candidates used references that did not apply to the period in question, eg New Kingdom for Old Kingdom. Very few candidates answered Questions 68(a) and 68(b). Many of the candidates who attempted Question 69(b) were able to give a detailed explanation of the structure of ancient Persian society, and often cited relevant written and archaeological evidence to support their responses.

In relation to Questions 70, 71, 72 and 73, answers ranged from excellent to having no merit. The section relating to Greece required an essay response which created problems for some candidates. This section demanded not only knowledge and use of sources as evidence, but also required analytical answers. All questions needed to explain ‘why’ or ‘how’. Unfortunately, a large number of candidates merely narrated, and many did not include any reference to sources.

Question 45 – Option A – Egypt: From Unification to the end of Dynasty VI

There were not many scripts for Old Kingdom Egypt and overall they were not very well answered. Better responses were able to extend their answer covering the whole period with convincing argument supported by relevant archaeological sources. Modern scholarship was also well quoted. Part (a) was more popular than part (b).

Question 46 – Option B – Egypt: Middle Kingdom Egypt, Dynasty XI to Dynasty XII

Very few scripts were sighted for this question.

Question 47 – Option C – Egypt: New Kingdom Egypt to the death of Thutmose IV

This question was very popular amongst candidates.

- (a) Better answers provided an accurate and detailed explanation of the importance of new military technology, including its development, reform of the Egyptian army, and the military campaign of the Thutmosids. Candidates presented sustained, well structured and logical answers, supported by detailed and accurate information from historical sources. Weaker responses tended to narrate the story of the expulsion of the Hyksos.
- (b) This was a popular option with candidates. Better responses were comprehensive in their coverage of the period relating the importance of campaigns of all kings including Thutmose IV. They discussed the nature of military campaigns, purpose, reform of the army, and diplomatic relationships established with neighbours. The weaker responses retold the story of Thutmose III at Megiddo.

Question 48 – Option D – Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II

- (a) Candidates had trouble with the interpretation of this part. Better responses displayed a good knowledge of the Hittites and their area of influence, with excellent understanding of the actions taken by the Egyptian kings to counter the threat. Weaker responses gave a limited recount of the Battle of Kadesh.
- (b) Very few responses were presented to this part. Most were weak responses, mainly describing the trading goods that came from Nubia.

Question 49 – Option E – Near East: Assyria from Tiglath-Pileser I to Tiglath-Pileser III, 1115-727 BC

This was not a popular question with very few scripts presented.

Question 50 – Option F – Near East: Assyria from Sargon II to the Fall of Nineveh 721–609 BC

- (a) Better responses explained the geographical areas administered by Assyria, and explained the provincial system and the vassal kingdoms. They were able to accurately detail psychological warfare and the suppression of revolts, taking examples from the reigns of various kings. These answers were also comprehensive in their coverage, including the policy of deportation, buffer zones, and the special relationship Assyria had with Babylon. Weaker responses were limited in scope, giving a brief narration of Assyrian warfare.
- (b) The best responses for this option focused on Esarhaddon's campaign to Egypt, and Sargon's incursion of Urartu and Anatolia. Weaker responses again were limited to a description of Assyrian warfare, emphasising psychological warfare.

Question 51 – Option G – Near East: Israel and Judah from the death of Solomon to the Fall of Jerusalem

Overall, this was not a popular question among candidates.

- (a) The best responses gave an accurate and detailed description of Nebuchadnezzar's occupation of Jerusalem, Jehorakim being forced to become a Babylonian vassal, first Babylonian entry into Jerusalem, and the changing nature of Judah's kingship. These candidates could also detail the Lachish letters and their importance, as well as the Babylonian destruction of Jerusalem.
- (b) Better responses demonstrated recognition of the continuous foreign invasion of Israel, Israel's domestic instability and its inability to resist Assyrian domination, culminating in the fall of Samaria.

Question 52 – Option H – Near East: Persia from Cyrus II to the death of Darius III

- (a) Better responses to this part presented well structured answers drawing on a clear identification of relevant features of the period, such as the conquests of Cyrus and Cambyses, Darius' attempts to expand the Persian empire and the military forces which were employed to do this, the Persian invasions of Greece, and the role of the army in suppression of revolts.

Weaker responses gave a limited narration of the Persian wars with Greece, mainly under Xerxes.

- (b) The best responses demonstrated recognition of the various attempts by Persian kings throughout the period to defend and maintain their empire by various military, diplomatic and administrative measures. They included suppression of revolts, satrapal system, communication system and treaties. The size and role of the army was discussed, as was Persian tolerance of religions and subject peoples throughout the empire. Weaker responses tended to give a narration of the Persian wars, with little relevance to the question asked.

Question 53 – Option I – Greece: The Development of the Greek World 800–500 BC

- (a) Although many candidates attempted this question, few addressed it appropriately. Most candidates interpreted Pan-Hellenic sites as colonies and wrote detailed answers on Greek colonisation. The best responses outlined the way in which Pan-Hellenic sites such as Delphi or Olympia emerged and the reason for their emergence.
- (b) Most students, however, found the scope of the response required beyond their capabilities. The best answers focused on the military, social and political impact of the hoplite reform.

Question 54 – Option J – Greece: The Greek World 500–440 BC

- (a) The better candidates were able to trace the growth of Athenian naval power from 482 BC to the growth of the Athenian naval empire. However, many candidates struggled with the vastness of this question, and limited their answers to some events in the Persian Wars or the Delian League. Better candidates were able to use the role of Themistocles to some advantage. Weaker candidates had difficulty with the wording of the question ‘explain the main features of the development’.
- (b) A large number of candidates were unaware that the term ‘The First Peloponnesian War’ refers to the Athenian Land Empire. Candidates wrote instead on the Persian Wars.

Question 55 – Option K – Greece: The Greek World 446–399 BC

- (a) This part proved to be very popular, and the better candidates were able to assess Thucydides’ explanation and use a wide variety of modern interpretation on the outbreak of the Peloponnesian War. Average answers dealt with the three major events given by Thucydides, but tended to narrate rather than assess.
- (b) This part was not as popular, however a small number of good answers were able to highlight the intrigues of Alcibiades and Lysander with the Persians.

Question 56 – Option L – Greece: Fourth Century Greece to the death of Alexander the Great

Candidates responding to this option answered (b) rather than (a). Better candidates were able to fully explain the reasons for Alexander’s military success using both modern and ancient sources. Weaker candidates tended to give a narrative account of his victories.

Question 57 – Option M – Greece: The Hellenistic Period from the death of Alexander the Great to Cleopatra VII

Very few scripts were received in this option.

Question 58 – Option N – Rome: Rome’s War of Expansion 264–133 BC

Question (b) proved to be the more popular part in this question. Candidates were well prepared, but few were able to assess the impact on Rome of the conquest of Greece.

Question 59 – Option O – Rome: Political Revolution in Rome 133–78 BC

Although the best candidates had some knowledge of events, they found it difficult to write an essay on these topics.

Question 60 – Option P – Rome: The Fall of the Roman Republic 78–28 BC

Part (b) of this question proved to be very popular, and attracted a wide range of responses. Better responses showed knowledge ranging throughout the period, good use of a wide variety of ancient sources, and a deep understanding of the political process. Weaker candidates tended to concentrate on the period before 49 BC.

Question 61 – Option Q – Rome: Augustus and the Julio-Claudians

Part (a) of this question proved to be very popular. The best responses were able to assess the importance of the Praetorian Guard showing detailed knowledge, and used sources well. Weaker candidates did not assess, but gave narrative accounts of the actions of the Praetorian guard in this period.

Question 62 – Option R – Rome: The Roman Empire AD 68–235

Very few scripts were received for this question.

Question 63 – Option S – Rome: The Later Roman Empire AD 235–410

Very few scripts were received for this question.

Question 64 – Option A – Egypt: Society in Old Kingdom Egypt, Dynasties III–VI

Part (b) of this question proved to be very popular. Better responses were able to provide relevant written and archaeological evidence as required. The poorer responses failed to include relevant evidence, and relied on a poorly structured narrative that did not address the question. Many candidates often used references that did not apply to the period in question, eg Old Kingdom Egypt.

Question 65 – Option B – Egypt: Society in Middle Kingdom Egypt, Dynasties XI–XII

This question was not very popular among candidates.

Question 66 – Option C – Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX–XX

This question was quite popular. Better responses were able to provide detailed and accurate written and archaeological evidence. Some candidates did not include any relevant evidence, and relied on a poorly structured narrative that did not address the question. Many responses did not refer to the period in question, eg the Ramesside period.

Question 67 – Option D – Near East: Assyrian Society in the Sargonid Period from Sargon II to Ashurbanipal

Very few candidates answered this question.

Question 68 – Option E – Near East: Society in Israel from Jeroboam I to the Fall of Samaria

No candidates answered this question.

Question 69 – Option F – Near East: Persian Society in the time of Darius and Xerxes

Many of the candidates who attempted part (b) of this question were able to give a detailed explanation of the structure of ancient Persian society, often citing relevant written and archaeological evidence to support their responses.

Question 70 – Option G – Greece: Bronze Age Society – Minoan Society

Part (a) attracted a large number of candidates. Better candidates explained the importance of women in Minoan society.

Question 71 – Option H – Greece: Bronze Age Society – Mycenaean Society

Part (a) displayed some of the better responses. Better candidates explained the importance of women in Mycenaean society.

Question 72 – Option I – Greece: Spartan Society to the battle of Leuctra 371 BC

Part (a) was the more popular question. Better candidates showed how the Spartan society evolved and the forces maintaining the three social groupings.

Question 73 – Option J – Greece: Athenian Society in the time of Pericles

Many candidates responded well to part (a) of this question. Better candidates explained the importance of women in Athenian society.

Question 74 – Option K – Rome: Roman Society in the time of Cicero

- (a) There were many descriptive responses to this question and most were general in nature. Very few candidates made mention of women such as Servilia and Fulvia. Better responses examined the various roles of women according to different socioeconomic groups.
- (b) Few candidates attempted this question.

Question 75 – Option L – Rome: Society in Rome from Augustus to Titus

- (a) This question was a popular choice. There were many excellent responses that explained how imperial women were important in dynastic succession, religion, and influencing and controlling husbands and/or sons. Most of these responses were based on a detailed account of the importance of Livia and Agrippina II. There was however little mention of people and events from the Flavian period. Weaker responses merely described the daily activities of women. A variety of written and archaeological source material was used by the better candidates to support their analysis.

- (b) This question attracted few candidates, most of whom had little knowledge of the relevant Fora. However, many candidates made an attempt to account for their development rather than their expansion. Some made mention of only one Forum, merely describing the activities conducted there.

Question 76 – Option M – Rome: Roman Society in the Fourth Century AD

- (a) No candidates attempted this question.
- (b) No candidates attempted this question.

Ancient History

2001 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1(a)	5	Egypt – Hatshepsut	H1.1
1(b)	8	Egypt – Hatshepsut	H1.1, H4.2
1(c)	12	Egypt – Hatshepsut	H1.1, H2.2, H4.1
2(a)	5	Egypt – Akhenaten	H1.1
2(b)	8	Egypt – Akhenaten	H1.1, H4.2
2(c)	12	Egypt – Akhenaten	H1.1, H2.2, H4.1
3(a)	5	Egypt – Ramesses II	H1.1
3(b)	8	Egypt – Ramesses II	H1.1, H4.2
3(c)	12	Egypt – Ramesses II	H1.1, H2.2, H4.1
4(a)	5	Near East – Sennacherib	H1.1
4(b)	8	Near East – Sennacherib	H1.1, H4.2
4(c)	12	Near East – Sennacherib	H1.1, H2.2, H4.1
5(a)	5	Near East – Jezebel	H1.1
5(b)	8	Near East – Jezebel	H1.1, H4.2
5(c)	12	Near East – Jezebel	H1.1, H2.2, H4.1
6(a)	5	Near East – Xerxes	H1.1
6(b)	8	Near East – Xerxes	H1.1, H4.2
6(c)	12	Near East – Xerxes	H1.1, H2.2, H4.1
7(a)	5	Greece – Pericles	H1.1
7(b)	8	Greece – Pericles	H1.1, H4.2
7(c)	12	Greece – Pericles	H1.1, H2.2, H4.1
8(a)	5	Greece – Alexander the Great	H1.1
8(b)	8	Greece – Alexander the Great	H1.1, H4.2
8(c)	12	Greece – Alexander the Great	H1.1, H2.2, H4.1
9(a)	5	Greece – Cleopatra VII	H1.1
9(b)	8	Greece – Cleopatra VII	H1.1, H4.2
9(c)	12	Greece – Cleopatra VII	H1.1, H2.2, H4.1
10(a)	5	Rome – Scipio Africanus	H1.1
10(b)	8	Rome – Scipio Africanus	H1.1, H4.2
10(c)	12	Rome – Scipio Africanus	H1.1, H2.2, H4.1
11(a)	5	Rome – Julius Caesar	H1.1
11(b)	8	Rome – Julius Caesar	H1.1, H4.2
11(c)	12	Rome – Julius Caesar	H1.1, H2.2, H4.1
12(a)	5	Rome – Agrippina the younger	H1.1
12(b)	8	Rome – Agrippina the younger	H1.1, H4.2
12(c)	12	Rome – Agrippina the younger	H1.1, H2.2, H4.1
13(a)	2	Old Kingdom Egypt	H1.2, H3.1
13(b)	2	Old Kingdom Egypt	H1.2, H3.1
13(c)	5	Old Kingdom Egypt	H1.2, H3.1
13(d)	6	Old Kingdom Egypt	H1.2, H3.1
13(e)	10	Old Kingdom Egypt	H1.2, H4.2
14(a)	2	Middle Kingdom Egypt	H1.2, H3.1
14(b)	2	Middle Kingdom Egypt	H1.2, H3.1
14(c)	5	Middle Kingdom Egypt	H1.2, H3.1
14(d)	6	Middle Kingdom Egypt	H1.2, H3.1
14(e)	10	Middle Kingdom Egypt	H1.2, H4.2
15(a)	2	New Kingdom Egypt	H1.2, H3.1
15(b)	2	New Kingdom Egypt	H1.2, H3.1
15(c)	5	New Kingdom Egypt	H1.2, H3.1
15(d)	6	New Kingdom Egypt	H1.2, H3.1
15(e)	10	New Kingdom Egypt	H1.2, H4.2
16(a)	2	Assyrian Society	H1.2, H3.1

Question	Marks	Content	Syllabus outcomes
16(b)	2	Assyrian Society	H1.2, H3.1
16(c)	5	Assyrian Society	H1.2, H3.1
16(d)	6	Assyrian Society	H1.2, H3.1
16(e)	10	Assyrian Society	H1.2, H4.2
17(a)	2	Assyrian Society	H1.2, H3.1
17(b)	2	Society In Israel	H1.2, H3.1
17(c)	5	Society In Israel	H1.2, H3.1
17(d)	6	Society In Israel	H1.2, H3.1
17(e)	10	Society In Israel	H1.2, H4.2
18(a)	2	Persian Society	H1.2, H3.1
18(b)	2	Persian Society	H1.2, H3.1
18(c)	5	Persian Society	H1.2, H3.1
18(d)	6	Persian Society	H1.2, H3.1
18(e)	10	Persian Society	H1.2, H4.1
19(a)	2	Minoan Society	H1.2, H3.1
19(b)	2	Minoan Society	H1.2, H3.1
19(c)	5	Minoan Society	H1.2, H3.1
19(d)	6	Minoan Society	H1.2, H3.1
19(e)	10	Minoan Society	H1.2, H4.2
20(a)	2	Mycenaean Society	H1.2, H3.1
20(b)	2	Mycenaean Society	H1.2, H3.1
20(c)	5	Mycenaean Society	H1.2, H3.1
20(d)	6	Mycenaean Society	H1.2, H3.1
20(e)	10	Mycenaean Society	H1.2, H4.2
21(a)	2	Spartan Society	H1.2, H3.1
21(b)	2	Spartan Society	H1.2, H3.1
21(c)	5	Spartan Society	H1.2, H3.1
21(d)	6	Spartan Society	H1.2, H3.1
21(e)	10	Spartan Society	H1.2, H4.2
22(a)	2	Athenian Society	H1.2, H3.1
22(b)	2	Athenian Society	H1.2, H3.1
22(c)	5	Athenian Society	H1.2, H3.1
22(d)	6	Athenian Society	H1.2, H3.1
22(e)	10	Athenian Society	H1.2, H4.2
23(a)	2	Roman Society in Time of Cicero	H1.2, H3.1
23(b)	2	Roman Society in Time of Cicero	H1.2, H3.1
23(c)	5	Roman Society in Time of Cicero	H1.2, H3.1
23(d)	6	Roman Society in Time of Cicero	H1.2, H3.1
23(e)	10	Roman Society in Time of Cicero	H1.2, H4.2
24(a)	2	Roman Soc. from Augustus to Titus	H1.2, H3.1
24(b)	2	Roman Soc. from Augustus to Titus	H1.2, H3.1
24(c)	5	Roman Soc. from Augustus to Titus	H1.2, H3.1
24(d)	6	Roman Soc. from Augustus to Titus	H1.2, H3.1
24(e)	10	Roman Soc. from Augustus to Titus	H1.2, H4.2
25(a)	2	Roman Soc. in 4 th Cent AD	H1.2, H3.1
25(b)	2	Roman Soc. in 4 th Cent AD	H1.2, H3.1
25(c)	5	Roman Soc. in 4 th Cent AD	H1.2, H3.1
25(d)	6	Roman Soc. in 4 th Cent AD	H1.2, H3.1
25(e)	10	Roman Soc. in 4 th Cent AD	H1.2, H4.2
26(a)	25	Old Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
26(b)	25	Old Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
27(a)	25	Middle Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
27(b)	25	Middle Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
28(a)	25	New Kingdom Egypt to Thutmosis IV	H1.1, H2.1, H3.1, H4.2, H6.1
28(b)	25	New Kingdom Egypt to Thutmosis IV	H1.1, H2.1, H3.1, H4.2, H6.1
29(a)	25	New Kingdom Egypt – Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1

Question	Marks	Content	Syllabus outcomes
29(b)	25	New Kingdom Egypt – Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
30(a)	25	Assyria – Tig-Pil I to Tig-Pil III	H1.1, H2.1, H3.1, H4.2, H6.1
30(b)	25	Assyria – Tig-Pil I to Tig-Pil III	H1.1, H2.1, H3.1, H4.2, H6.1
31(a)	25	Assyria – Sargon II to Fall of Assyria	H1.1, H2.1, H3.1, H4.2, H6.1
31(b)	25	Assyria – Sargon II to Fall of Assyria	H1.1, H2.1, H3.1, H4.2, H6.1
32(a)	25	Israel & Judah	H1.1, H2.1, H3.1, H4.2, H6.1
32(b)	25	Israel & Judah	H1.1, H2.1, H3.1, H4.2, H6.1
33(a)	25	Persia – Cyrus II to Darius III	H1.1, H2.1, H3.1, H4.2, H6.1
33(b)	25	Persia – Cyrus II to Darius III	H1.1, H2.1, H3.1, H4.2, H6.1
34(a)	25	Greek World 800 – 500 BC	H1.1, H2.1, H3.1, H4.2, H6.1
34(b)	25	Greek World 800 – 500 BC	H1.1, H2.1, H3.1, H4.2, H6.1
35(a)	25	Greek World 500 – 440 BC	H1.1, H2.1, H3.1, H4.2, H6.1
35(b)	25	Greek World 500 – 440 BC	H1.1, H2.1, H3.1, H4.2, H6.1
36(a)	25	Greek World 446 – 399 BC	H1.1, H2.1, H3.1, H4.2, H6.1
36(b)	25	Greek World 446 – 399 BC	H1.1, H2.1, H3.1, H4.2, H6.1
37(a)	25	4 th Cent. Greece	H1.1, H2.1, H3.1, H4.2, H6.1
37(b)	25	4 th Cent. Greece	H1.1, H2.1, H3.1, H4.2, H6.1
38(a)	25	Hellenistic Period	H1.1, H2.1, H3.1, H4.2, H6.1
38(b)	25	Hellenistic Period	H1.1, H2.1, H3.1, H4.2, H6.1
39(a)	25	Rome's Wars of Expansion	H1.1, H2.1, H3.1, H4.2, H6.1
39(b)	25	Rome's Wars of Expansion	H1.1, H2.1, H3.1, H4.2, H6.1
40(a)	25	Political Revolution in Rome	H1.1, H2.1, H3.1, H4.2, H6.1
40(b)	25	Political Revolution in Rome	H1.1, H2.1, H3.1, H4.2, H6.1
41(a)	25	Fall of Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
41(b)	25	Fall of Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
42(a)	25	Augustus & Julio-Claudians	H1.1, H2.1, H3.1, H4.2, H6.1
42(b)	25	Augustus & Julio-Claudians	H1.1, H2.1, H3.1, H4.2, H6.1
43(a)	25	Roman Empire AD 68 – 235	H1.1, H2.1, H3.1, H4.2, H6.1
43(b)	25	Roman Empire AD 68 – 235	H1.1, H2.1, H3.1, H4.2, H6.1
44(a)	25	Roman Empire AD 235 – 410	H1.1, H2.1, H3.1, H4.2, H6.1
44(b)	25	Roman Empire AD 235 – 410	H1.1, H2.1, H3.1, H4.2, H6.1
45(a)	25	Old Kingdom Egypt	H1.1, H3.1, H4.2, H6.1
45(b)	25	Old Kingdom Egypt	H1.1, H3.1, H4.2, H6.1
46(a)	25	Middle Kingdom Egypt	H1.1, H3.1, H4.2, H6.1
46(b)	25	Middle Kingdom Egypt	H1.1, H3.1, H4.2, H6.1
47(a)	25	New Kingdom Egypt to Thutmose IV	H1.1, H3.1, H4.2, H6.1
47(b)	25	New Kingdom Egypt to Thutmose IV	H1.1, H3.1, H4.2, H6.1
48(a)	25	New Kingdom Egypt – Amenhotep III to Ramesses II	H1.1, H3.1, H4.2, H6.1
48(b)	25	New Kingdom Egypt – Amenhotep III to Ramesses II	H1.1, H3.1, H4.2, H6.1
49(a)	25	Assyria – Tig-Pil I to Tig-Pil III	H1.1, H3.1, H4.2, H6.1
49(b)	25	Assyria – Tig-Pil I to Tig-Pil III	H1.1, H3.1, H4.2, H6.1
50(a)	25	Assyria – Sargon II to Fall of Assyria	H1.1, H3.1, H4.2, H6.1
50(b)	25	Assyria – Sargon II to Fall of Assyria	H1.1, H3.1, H4.2, H6.1
51(a)	25	Israel & Judah	H1.1, H3.1, H4.2, H6.1
51(b)	25	Israel & Judah	H1.1, H3.1, H4.2, H6.1
52(a)	25	Persia – Cyrus II to Darius III	H1.1, H3.1, H4.2, H6.1
52(b)	25	Persia – Cyrus II to Darius III	H1.1, H3.1, H4.2, H6.1
53(a)	25	Greek World 800 – 500 BC	H1.1, H3.1, H4.2, H6.1
53(b)	25	Greek World 800 – 500 BC	H1.1, H3.1, H4.2, H6.1
54(a)	25	Greek World 500 – 440 BC	H1.1, H3.1, H4.2, H6.1
54(b)	25	Greek World 500 – 440 BC	H1.1, H3.1, H4.2, H6.1
55(a)	25	Greek World 446 – 399 BC	H1.1, H3.1, H4.2, H6.1
55(b)	25	Greek World 446 – 399 BC	H1.1, H3.1, H4.2, H6.1
56(a)	25	4 th Cent. Greece	H1.1, H3.1, H4.2, H6.1

Question	Marks	Content	Syllabus outcomes
56(b)	25	4 th Cent. Greece	H1.1, H3.1, H4.2, H6.1
57(a)	25	Hellenistic Period	H1.1, H3.1, H4.2, H6.1
57(b)	25	Hellenistic Period	H1.1, H3.1, H4.2, H6.1
58(a)	25	Rome's Wars of Expansion	H1.1, H3.1, H4.2, H6.1
58(b)	25	Rome's Wars of Expansion	H1.1, H3.1, H4.2, H6.1
59(a)	25	Political Revolution in Rome	H1.1, H3.1, H4.2, H6.1
59(b)	25	Political Revolution in Rome	H1.1, H3.1, H4.2, H6.1
60(a)	25	Fall of Roman Republic	H1.1, H3.1, H4.2, H6.1
60(b)	25	Fall of Roman Republic	H1.1, H3.1, H4.2, H6.1
61(a)	25	Augustus & Julio-Claudians	H1.1, H3.1, H4.2, H6.1
61(b)	25	Augustus & Julio-Claudians	H1.1, H3.1, H4.2, H6.1
62(a)	25	Roman Empire AD 68 – 235	H1.1, H3.1, H4.2, H6.1
62(b)	25	Roman Empire AD 68 – 235	H1.1, H3.1, H4.2, H6.1
63(a)	25	Roman Empire AD 235 – 410	H1.1, H3.1, H4.2, H6.1
63(b)	25	Roman Empire AD 235 – 410	H1.1, H3.1, H4.2, H6.1
64(a)	25	Old Kingdom Egypt	H1.1, H3.1, H4.2, H6.1
64(b)	25	Old Kingdom Egypt	H1.1, H3.1, H4.2, H6.1
65(a)	25	Middle Kingdom Egypt	H1.1, H3.1, H4.2, H6.1
65(b)	25	Middle Kingdom Egypt	H1.1, H3.1, H4.2, H6.1
66(a)	25	New Kingdom Egypt	H1.1, H3.1, H4.2, H6.1
66(b)	25	New Kingdom Egypt	H1.1, H3.1, H4.2, H6.1
67(a)	25	Assyrian Society	H1.1, H3.1, H4.2, H6.1
67(b)	25	Assyrian Society	H1.1, H3.1, H4.2, H6.1
68(a)	25	Society in Israel	H1.1, H3.1, H4.2, H6.1
68(b)	25	Society in Israel	H1.1, H3.1, H4.2, H6.1
69(a)	25	Society in Persia	H1.1, H3.1, H4.2, H6.1
69(b)	25	Society in Persia	H1.1, H3.1, H4.2, H6.1
70(a)	25	Minoan Society	H1.1, H3.1, H4.2, H6.1
70(b)	25	Minoan Society	H1.1, H3.1, H4.2, H6.1
71(a)	25	Mycenaean Society	H1.1, H3.1, H4.2, H6.1
71(b)	25	Mycenaean Society	H1.1, H3.1, H4.2, H6.1
72(a)	25	Spartan Society	H1.1, H3.1, H4.2, H6.1
72(b)	25	Spartan Society	H1.1, H3.1, H4.2, H6.1
73(a)	25	Athenian Society	H1.1, H3.1, H4.2, H6.1
73(b)	25	Athenian Society	H1.1, H3.1, H4.2, H6.1
74(a)	25	Roman Society in Time of Cicero	H1.1, H3.1, H4.2, H6.1
74(b)	25	Roman Society in Time of Cicero	H1.1, H3.1, H4.2, H6.1
75(a)	25	Roman Soc. from Augustus to Titus	H1.1, H3.1, H4.2, H6.1
75(b)	25	Roman Soc. From Augustus to Titus	H1.1, H3.1, H4.2, H6.1
76(a)	25	Roman Soc. In 4 th Cent. AD	H1.1, H3.1, H4.2, H6.1
76(b)	25	Roman Soc. In 4 th Cent. AD	H1.1, H3.1, H4.2, H6.1

2001 HSC Ancient History Marking Guidelines

Section I—Personalities

OPTION A—Egypt: Hatshepsut

Question 1 (a) (25 marks)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed and accurate description of Hatshepsut's expedition to Punt	4–5
• Provides a description of Hatshepsut's expedition to Punt	2–3
• Provides a simple description of Hatshepsut's expedition to Punt	1

Question 1 (b)

Outcomes assessed: H1.1, H4.2

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of the various factors that enable Hatshepsut to become king and recognises relationships between these factors • Supports this with reference to relevant sources	7–8
• Provides an explanation of various factors that enable Hatshepsut to become king • Supports this with reference to some sources	5–6
• Able to give an explanation of how Hatshepsut became king • May mention some sources	3–4
• Provides a few points about Hatshepsut's rise to power	1–2

Question 1 (c)
Outcomes assessed: H1.1, H2.2, H4.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and coherent assessment of her contributions to Egypt and her influence, achievements and success as a king Makes a clear judgement of the quality and value of her rule in depth 	10–12
<ul style="list-style-type: none"> Provides a coherent assessment of her contributions to Egypt and her influence, achievements and success as a king Explains with some assessment some aspects of her rule making some judgement of the quality and/or value of her rule 	7–9
<ul style="list-style-type: none"> Provides an accurate assessment of the success of her contributions to Egypt Makes a limited judgement of the value or quality of some aspects of her rule 	4–6
<ul style="list-style-type: none"> Provides a general description of her rule and success 	1–3

OPTION B—Egypt: Akhenaten
Question 2 (a) (25 marks)
Outcomes assessed: H1.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and accurate description of the importance of the relationship between Nefertiti and Akhenaten 	4–5
<ul style="list-style-type: none"> Provides a description of two aspects of the importance of the relationship, one in detail 	2–3
<ul style="list-style-type: none"> Provides a simple description of the importance of the relationship 	1

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

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of the various relationships in Akhenaten's family background Supports this with reference to relevant sources 	7–8
<ul style="list-style-type: none"> Provides an explanation of Akhenaten's family background Supports this with reference to some sources 	5–6
<ul style="list-style-type: none"> Able to give some explanation of Akhenaten's family background May mention some sources 	3–4
<ul style="list-style-type: none"> Provides a few points about Akhenaten's family background 	1–2

Question 2 (c)
Outcomes assessed: H1.1, H2.2, H4.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and coherent assessment of his contributions to Egypt and his influence, achievements and success as a king Makes a clear judgement of the quality and value of his rule in depth 	10–12
<ul style="list-style-type: none"> Provides a coherent assessment of his contributions to Egypt and his influence, achievements and success as a king Explains with some assessment some aspects of his rule making some judgement of the quality and/or value of his rule 	7–9
<ul style="list-style-type: none"> Provides an accurate assessment of the success of his contributions to Egypt Makes a limited judgement of the value or quality of some aspects his rule 	4–6
<ul style="list-style-type: none"> Provides a general description of his rule and success 	1–3

OPTION C—Egypt: Ramesses II
Question 3 (a) (25 marks)
Outcomes assessed: H1.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and accurate description of the Battle of Kadesh 	4–5
<ul style="list-style-type: none"> Provides an accurate description of the Battle of Kadesh 	2–3
<ul style="list-style-type: none"> Provides a general description of one aspect of the Battle of Kadesh 	1

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

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of the various factors in his background that prepared him to become king and recognises the relationships between these factors Supports this with reference to relevant sources 	7–8
<ul style="list-style-type: none"> Provides an explanation of the various factors that prepared Ramesses to become king Supports this with reference to some sources 	5–6
<ul style="list-style-type: none"> Able to give an explanation of how Ramesses II's family background prepared him to become king May mention some sources 	3–4
<ul style="list-style-type: none"> Provides a few points about Ramesses II and how his family background prepared him to become king 	1–2

Question 3 (c)
Outcomes assessed: H1.1, H2.2, H4.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and coherent assessment of his contributions to Egypt and his influence, achievements and success as a king Makes a clear judgement of the quality and value of his rule in depth 	10–12
<ul style="list-style-type: none"> Provides a coherent assessment of his contributions to Egypt and his influence, achievements and success as a king Explains with some assessment some aspects of his rule making some judgement of the quality and/or value of his rule 	7–9
<ul style="list-style-type: none"> Provides an accurate assessment of the success of his contributions to Egypt Makes a limited judgement of the value or quality of some aspects of his rule 	4–6
<ul style="list-style-type: none"> Provides a general description of his rule and success 	1–3

OPTION D—Near East: Sennacherib
Question 4 (a) (25 marks)

Outcomes assessed: H1.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and accurate description of the succession of Sennacherib as king of Assyria 	4–5
<ul style="list-style-type: none"> Provides a description of the succession of Sennacherib as king of Assyria 	2–3
<ul style="list-style-type: none"> Provides a simple description of one aspect of the succession of Sennacherib as king of Assyria 	1

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

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of the various ways in which Sennacherib worshipped the Assyrian gods and goddesses Supports this reference to relevant sources 	7–8
<ul style="list-style-type: none"> Provides and explanation of the various ways in which Sennacherib worshipped Assyrian gods and goddesses Supports this with reference to some sources 	5–6
<ul style="list-style-type: none"> Able to give an explanation of how Sennacherib worshipped Assyrian gods and goddesses May mention some sources 	3–4
<ul style="list-style-type: none"> Provides a few points about how Sennacherib worshipped Assyrian gods and goddesses 	1–2

Question 4 (c)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and coherent assessment of Sennacherib's contribution to Assyria and his influence, achievements and success as king Makes a clear judgement of the quality and value of his rule in depth 	10–12
<ul style="list-style-type: none"> Provides a coherent assessment of his contributions to Assyria and his influence, achievements and success as a king Explains with some assessment some aspects of his rule making some judgement of the quality and/or value of his rule 	7–9
<ul style="list-style-type: none"> Provides an accurate assessment of his contributions to Assyria Makes a limited judgement of the value or quality of some aspects of his rule 	4–6
<ul style="list-style-type: none"> Provides a general description of his rule and success 	1–3

Question 5 (25 marks)
OPTION E—Near East: Jezebel
Question 5 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and accurate description of the incident of Naboth's vineyard 	4–5
<ul style="list-style-type: none"> Provides a description of the incident of Naboth's vineyard 	2–3
<ul style="list-style-type: none"> Provides a simple description of one aspect of the incident of Naboth's vineyard 	1

Question 5 (b)

Outcomes assessed: H1.1, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of Jezebel's promotion of Ba'al worship Supports this with reference to relevant sources 	7–8
<ul style="list-style-type: none"> Provides an explanation of Jezebel's promotion of Ba'al worship Supports this with reference to some sources 	5–6
<ul style="list-style-type: none"> Able to give an explanation of how Jezebel promoted Ba'al worship May mention some sources 	3–4
<ul style="list-style-type: none"> Provides a few points about Jezebel's promotion of Ba'al worship 	1–2

Question 5 (c)
Outcomes assessed: H1.1, H2.2, H4.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and coherent assessment of her contributions to Israel and her influence, achievements and success as a queen Makes a clear judgement of the quality and value of her rule in depth 	10–12
<ul style="list-style-type: none"> Provides a coherent assessment of her contributions to Israel and her influence, achievements and success as a queen Explains with some assessment some aspects of her rule making some judgement of the quality and/or value of her rule 	7–9
<ul style="list-style-type: none"> Provides an accurate assessment of the success of her contributions to Israel Makes a limited judgement of the value or quality of some aspects of her rule 	4–6
<ul style="list-style-type: none"> Provides a general description of her rule and success 	1–3

OPTION F—Near East: Xerxes
Question 6 (a) (25 marks)
Outcomes assessed: H1.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and accurate description of the accession of Xerxes as king of Persia 	4–5
<ul style="list-style-type: none"> Provides a description of the accession of Xerxes as king of Persia 	2–3
<ul style="list-style-type: none"> Provides a simple description of the accession of Xerxes as king of Persia 	1

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

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of the organisation of the Persian army during Xerxes' reign Supports this with relevant sources 	7–8
<ul style="list-style-type: none"> Provides an explanation of the organisation of the Persian army during Xerxes's reign Supports this with reference to some sources 	5–6
<ul style="list-style-type: none"> Able to give an explanation of the organisation of the Persian army during Xerxes's reign May mention some sources 	3–4
<ul style="list-style-type: none"> Provides a few points about the organisation of the Persian army during Xerxes's reign 	1–2

Question 6 (c)
Outcomes assessed: H1.1, H2.2, H4.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and coherent assessment of his contribution to Persia and his influence, achievements and success as a king Makes a clear judgement of the quality and value of his rule in depth 	10–12
<ul style="list-style-type: none"> Provides a coherent assessment of his contribution to Persia and his influence, achievements and success as a king Explains with some assessment some aspects of his rule making some judgement of the quality and/or value of his rule 	7–9
<ul style="list-style-type: none"> Provides an accurate assessment of the success of his contribution to Persia Makes a limited judgement of the value or quality of some aspects of his rule 	4–6
<ul style="list-style-type: none"> Provides a general description of his rule and success 	1–3

OPTION G—Greece: Pericles
Question 7 (a) (25 marks)
Outcomes assessed: H1.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and accurate description of Pericles' building program 	4–5
<ul style="list-style-type: none"> Provides a description of Pericles' building program 	2–3
<ul style="list-style-type: none"> Provides a simple description of one aspect of Pericles' building program 	1

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

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of Pericles' role as a general (<i>strategos</i>) Supports this with reference to relevant sources 	7–8
<ul style="list-style-type: none"> Provides an explanation of Pericles' role as a general (<i>strategos</i>) Supports this with reference to some sources 	5–6
<ul style="list-style-type: none"> Able to give an explanation of Pericles' role as a general (<i>strategos</i>) May mention some sources 	3–4
<ul style="list-style-type: none"> Provides a few points about Pericles' role as a general (<i>strategos</i>) 	1–2

Question 7 (c)*Outcomes assessed: H1.1, H2.2, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed and coherent assessment of Pericles' importance in the development of Athenian democracyMakes a clear judgement of the quality and value of his importance in depth	10–12
<ul style="list-style-type: none">Provides a coherent assessment of Pericles' importance in the development of Athenian democracyExplains with some assessment some aspects of his importance making some judgement of the quality and/or value of his importance	7–9
<ul style="list-style-type: none">Provides an accurate assessment of the importance of Pericles in the development of Athenian democracyMakes a limited judgement of the value or quality of some aspects of his importance	4–6
<ul style="list-style-type: none">Provides a general description of the importance of Pericles in the development of Athenian democracy	1–3

OPTION H—Greece: Alexander the Great**Question 8 (a)** (25 marks)*Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed and accurate description of how Alexander established his control over the Greek mainland	4–5
<ul style="list-style-type: none">Provides a description of how Alexander established his control over the Greek mainland	2–3
<ul style="list-style-type: none">Provides a simple description of one aspect of how Alexander established his control over the Greek mainland	1

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

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed explanation of the impact of Alexander's personality on his officers and soldiers • Supports this with reference to relevant sources 	7–8
<ul style="list-style-type: none"> • Provides an explanation of the impact of Alexander's personality on his officers and soldiers • Supports this with reference to some sources 	5–6
<ul style="list-style-type: none"> • Able to give an explanation of the impact of Alexander's personality on his officers and soldiers • May mention some sources 	3–4
<ul style="list-style-type: none"> • Provides a few points about the impact of Alexander's personality on his officers and soldiers 	1–2

Question 8 (c)
Outcomes assessed: H1.1, H2.2, H4.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed and coherent assessment of the achievements of Alexander the Great • Makes a clear judgement of the quality and value of his achievements in depth 	10–12
<ul style="list-style-type: none"> • Provides a coherent assessment of the achievements of Alexander the Great • Explains with some assessment some aspects of his achievement making some judgement of the quality and/or value of his achievements 	7–9
<ul style="list-style-type: none"> • Provides an accurate assessment of the achievements of Alexander the Great • Makes a limited judgement of the value or quality of some aspects of his achievements 	4–6
<ul style="list-style-type: none"> • Provides a general description of his achievements 	1–3

OPTION I—Greece: Cleopatra VII
Question 9 (a) (25 marks)

Outcomes assessed: H1.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and accurate description of the significance of the Battle of Actium 	4–5
<ul style="list-style-type: none"> Provides a description of the significance of the Battle of Actium 	2–3
<ul style="list-style-type: none"> Provides a simple description of one aspect of the significance of the Battle of Actium 	1

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

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of Cleopatra's role and image as queen Supports this with reference to relevant sources 	7–8
<ul style="list-style-type: none"> Provides an explanation of Cleopatra's role and image as queen Supports this with references to some sources 	5–6
<ul style="list-style-type: none"> Able to give an explanation of Cleopatra's role and image as queen May mention some sources 	3–4
<ul style="list-style-type: none"> Provides a few points about Cleopatra's role and image as queen 	1–2

Question 9 (c)
Outcomes assessed: H1.1, H2.2, H4.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and coherent assessment of her contributions to Egypt and her influence, achievements and success as the ruler of Egypt Makes a clear judgement of the quality and value of her rule in depth 	10–12
<ul style="list-style-type: none"> Provides a coherent assessment of her contributions to Egypt and her influence, achievements and success as the ruler of Egypt Explains with some assessment some aspects of her rule making some judgement of the quality and/or value of her rule 	7–9
<ul style="list-style-type: none"> Provides an accurate assessment of the success of her contributions to Egypt Makes a limited judgement of the value or quality of some aspects of her rule 	4–6
<ul style="list-style-type: none"> Provides a general description of her rule and success 	1–3

OPTION J—Rome: Scipio Africanus**Question 10 (a)** (25 marks)*Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed and accurate description of Scipio's tactics in any one major battle	4–5
• Provides a description of Scipio's tactics in any one major battle	2–3
• Provides a simple description of one aspect of Scipio's tactics in any one major battle	1

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

Criteria	Marks
• Provides a detailed explanation of the early career of Scipio Africanus until his arrival in Spain • Supports this with reference to relevant sources	7–8
• Provides an explanation of the early career of Scipio Africanus until his arrival in Spain • Supports this with reference to some sources	5–6
• Able to give an explanation of the early career of Scipio Africanus until his arrival in Spain • May mention some sources	3–4
• Provides a few points about the early career of Scipio Africanus until his arrival in Spain	1–2

Question 10 (c)
Outcomes assessed: H1.1, H2.2, H4.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and coherent assessment of the achievements of Scipio Africanus Makes a clear judgement of the quality and value of his achievements in depth 	10–12
<ul style="list-style-type: none"> Provides a coherent assessment of his achievements Explains with some assessment some aspects of his achievements making some judgement of the quality and/or value of his achievements 	7–9
<ul style="list-style-type: none"> Provides an accurate assessment of his achievements Makes a limited judgement of the value or quality of some aspects of his achievements 	4–6
<ul style="list-style-type: none"> Provides a general description of his achievements 	1–3

OPTION K—Julius Caesar
Question 11 (a) (25 marks)
Outcomes assessed: H1.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and accurate description of Caesar's role in the 'First Triumvirate' 	4–5
<ul style="list-style-type: none"> Provides a description of Caesar's role in the 'First Triumvirate' 	2–3
<ul style="list-style-type: none"> Provides a simple description of one aspect of Caesar's role in the 'First Triumvirate' 	1

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

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of Caesar's early political career to 60 BC Supports this with reference to relevant sources 	7–8
<ul style="list-style-type: none"> Provides an explanation of Caesar's early political career to 60 BC Supports this with reference to some sources 	5–6
<ul style="list-style-type: none"> Able to give an explanation of Caesar's early political career to 60 BC May mention some sources 	3–4
<ul style="list-style-type: none"> Provides a few points about Caesar's early political career to 60 BC 	1–2

Question 11 (c)
Outcomes assessed: H1.1, H2.2, H4.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and coherent assessment of Julius Caesar's achievements Makes a clear judgement of the quality and value of his achievements in depth 	10–12
<ul style="list-style-type: none"> Provides a coherent assessment of Julius Caesar's achievements Explains with some assessment some aspects of his achievements making some judgement of the quality and/or value of his achievements 	7–9
<ul style="list-style-type: none"> Provides an accurate assessment of the achievements of Julius Caesar Makes a limited judgement of the value or quality of some aspects of his achievements 	4–6
<ul style="list-style-type: none"> Provides a general description of the achievements of Julius Caesar 	1–3

OPTION L—Agrippina the Younger
Question 12 (a) (25 marks)
Outcomes assessed: H1.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and accurate description of the death of Agrippina 	4–5
<ul style="list-style-type: none"> Provides a description of the death of Agrippina 	2–3
<ul style="list-style-type: none"> Provides a simple description of one aspect of the death of Agrippina 	1

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

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of the importance of Agrippina's marriages in her career Supports this with reference to relevant sources 	7–8
<ul style="list-style-type: none"> Provides an explanation of the importance of Agrippina's marriages in her career Supports this with reference to some sources 	5–6
<ul style="list-style-type: none"> Able to give an explanation of the importance of Agrippina's marriages in her career May mention some sources 	3–4
<ul style="list-style-type: none"> Provides a few points about the importance of Agrippina's marriages in her career 	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a coherent and detailed assessment of the power and influence of Agrippina in the Julio-Claudian family• Makes a clear judgement of the quality and value of her power and influence in depth	10–12
<ul style="list-style-type: none">• Provides a coherent assessment of her power and influence in the Julio-Claudian family• Explains with some assessment some aspects of her rule making some judgement of the quality and/or value of her power and influence	7–9
<ul style="list-style-type: none">• Provides an accurate assessment of her power and influence in the Julio-Claudian family• Makes a limited judgement of the value or quality of some aspects of her power and influence	4–6
<ul style="list-style-type: none">• Provides a general description of her power and influence in the Julio-Claudian family	1–2

Section II—Ancient Societies

OPTION A—Egypt: Society in Old Kingdom Egypt, Dynasties III-VI

Question 13 (a) (25 marks)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Names two kings	2
• Names one king	1

Question 13 (b)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Names two roles of the scribe	2
• Names one role of the scribe	1

Question 13 (c)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Accurately describes the selected myth	4–5
• Provides a simple description of the myth and refers to its importance	2–3
• Provides some knowledge of the myth	1

Question 13 (d)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Accurately outlines the role of the vizier in Old Kingdom society	5–6
• Provides an outline of the role of the vizier	3–4
• Provides a simple outline of the role of the vizier	1–2

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

Criteria	Marks
<ul style="list-style-type: none">Provides a coherent and detailed explanation of how tombs provide evidence of the lives of ordinary workers in Old Kingdom societyRefers to the source and other evidence	8–10
<ul style="list-style-type: none">Provides an explanation of how tombs provide evidence of the lives of ordinary workers in Old Kingdom societyRefers to source and other evidence	6–7
<ul style="list-style-type: none">Provides a limited explanation of the life of ordinary workersRefers to the source	4–5
<ul style="list-style-type: none">Makes one or two relevant points about ordinary workersRefers to the source	2–3
<ul style="list-style-type: none">Makes one relevant point about Old Kingdom workers	1

OPTION B—Egypt: Society in Middle Kingdom Egypt, Dynasties XI-XII**Question 14 (a)** (25 marks)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Names two kings	2
<ul style="list-style-type: none">Names one king	1

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

Criteria	Marks
<ul style="list-style-type: none">Explains the funerary texts and their purpose	2
<ul style="list-style-type: none">Provides a simple explanation of the funerary texts	1

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

Criteria	Marks
<ul style="list-style-type: none">Accurately describes the occupations of ordinary Egyptians	4–5
<ul style="list-style-type: none">Provides a simple description of the work of ordinary Egyptians	2–3
<ul style="list-style-type: none">Provides some knowledge of the work of ordinary Egyptians	1

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

Criteria	Marks
• Accurately outlines one myth or legend in Middle Kingdom Egypt	5–6
• Provides an outline of one myth or legend in Middle Kingdom Egypt	3–4
• Provides a simple outline of a myth or legend in Middle Kingdom Egypt	1–2

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

Criteria	Marks
<ul style="list-style-type: none"> • Provides a coherent and detailed explanation of the features of Middle Kingdom tombs • Refers to the source and other evidence 	8–10
<ul style="list-style-type: none"> • Provides an explanation of the main features of Middle Kingdom tombs • Refers to the source and other evidence 	6–7
<ul style="list-style-type: none"> • Provides a limited explanation of the main features of Middle Kingdom tombs • Refers to the source 	4–5
<ul style="list-style-type: none"> • Makes one or two relevant points • Refers to the source 	2–3
• Makes one relevant point about Middle Kingdom tombs	1

OPTION C—Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX - XX
Question 15 (a) (25 marks)
Outcomes assessed: H1.2, H3.1
MARKING GUIDELINES

Criteria	Marks
• Names two kings	2
• Names one king	1

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

Criteria	Marks
• Accurate explanation of who Amun was	2
• Simple explanation of who Amun was	1

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

Criteria	Marks
• Accurately describes leisure activities of nobles in the Ramesside period	4–5
• Provides a simple description of leisure activities of nobles in the Ramesside period	2–3
• Provides some knowledge of leisure activities of nobles in the Ramesside period	1

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

Criteria	Marks
• Accurately outlines the role of the vizier in this period	5–6
• Provides an outline of the role of the vizier	3–4
• Provides a simple outline of the role of the vizier	1–2

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

Criteria	Marks
• Provides a coherent and detailed explanation of the preparation of the king for the afterlife in the Ramesside period • Refers to the source and other evidence	8–10
• Provides an explanation of the preparation of the king for the afterlife in the Ramesside period • Refers to the source and other evidence	6–7
• Provides a limited explanation of the preparation for the afterlife of a king in the Ramesside period • Refers to the source	4–5
• Makes one or two relevant points • Refers to the source	2–3
• Makes one relevant point about the king's preparation for the afterlife in the Ramesside period	1

OPTION D—Near East: Assyrian Society in the Sargonid Period from Sargon II to Ashurbanipal.**Question 16 (a)** (25 marks)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Names any two Assyrian royal cities	2
• Names one Assyrian royal city	1

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

Criteria	Marks
• Provides any two forms of Assyrian art	2
• Provides one form of Assyrian art	1

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

Criteria	Marks
• Accurately describes technological developments in the Sargonid Period	4–5
• Provides a simple description of technological developments in the Sargonid Period	2–3
• Provides some knowledge of technological developments in the Sargonid Period	1

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

Criteria	Marks
• Accurately outlines the social structure that existed in Assyrian society	5–6
• Provides an outline of the social structure that existed in Assyrian society	3–4
• Provides a simple outline of the social structure that existed in Assyrian society	1–2

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

Criteria	Marks
<ul style="list-style-type: none">Provides a coherent and detailed explanation of the main religious beliefs and practices of the AssyriansRefers to source and other evidence	8–10
<ul style="list-style-type: none">Provides an explanation of the main features of religious beliefs and practices of the AssyriansRefers to source and other evidence	6–7
<ul style="list-style-type: none">Provides a limited explanation of the main features of religious beliefs and practices of the AssyriansRefers to the source	4–5
<ul style="list-style-type: none">Makes one or two relevant points about Assyrian beliefs and practicesRefers to the source	2–3
<ul style="list-style-type: none">Makes one relevant point about Assyrian religious beliefs and practices	1

OPTION E—Near East: Society in Israel from Jeroboam I to the Fall of Samaria**Question 17 (a)** (25 marks)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides any two Israelite cities	2
<ul style="list-style-type: none">Provides any one Israelite city	1

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

Criteria	Marks
<ul style="list-style-type: none">Provides two economic activities in ancient Israel	2
<ul style="list-style-type: none">Provides one economic activity	1

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

Criteria	Marks
• Accurately describes the roles of non-royal women in Ancient Israel	4–5
• Provides a simple description of the roles of non-royal women in ancient Israel	2–3
• Provides some knowledge of non-royal women	1

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

Criteria	Marks
• Accurately outlines the role of the Israelite monarch (king)	5–6
• Provides an outline of the role of the Israelite monarch (king)	3–4
• Provides a simple outline of the role of the Israelite monarch (king)	1–2

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

Criteria	Marks
• Provides a coherent and detailed explanation of the main features of polytheism in Israelite society • Refers to the source and other evidence	8–10
• Provides an explanation of the main features of polytheism in Israelite society • Refers to source and other evidence	6–7
• Provides a limited explanation of polytheism in Israelite society • Refers to the source	4–5
• Makes one or two relevant points about polytheism in Israelite society • Refers to the source	2–3
• Makes one relevant point about polytheism in Israelite society	1

Question 18 (25 marks)**OPTION F—Near East: Persian Society in the time of Darius and Xerxes****Question 18 (a)***Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides any two Persian provinces (satrapies)	2
• Provides one Persian province (satrapy)	1

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

Criteria	Marks
• Makes two relevant points about Persepolis	2
• Makes one relevant point about Persepolis	1

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

Criteria	Marks
• Accurately describes the monetary system which existed in Persian society	4–5
• Provides a simple description of the monetary system in ancient Persia	2–3
• Provides some knowledge of the monetary system in ancient Persia	1

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

Criteria	Marks
• Accurately outlines the main features of Persian art	5–6
• Provides an outline of the main features of Persian art	3–4
• Provides a simple outline of the main features of Persian art	1–2

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

Criteria	Marks
<ul style="list-style-type: none"> • Provides a coherent and detailed explanation of Persian policy towards the religions of its subject peoples • Refers to the source and other evidence 	8–10
<ul style="list-style-type: none"> • Provides an explanation of Persian policy towards the religion of its subject peoples • Refers to source and other evidence 	6–7
<ul style="list-style-type: none"> • Provides a limited explanation of Persian policy towards the religion of its subject peoples • Refers to the source 	4–5
<ul style="list-style-type: none"> • Makes one or two relevant points about Persian policy towards the religion of its subject peoples • Refers to the source 	2–3
<ul style="list-style-type: none"> • Makes one relevant point about Persian policy towards the religions of its subject peoples 	1

OPTION G—Greece Bronze Age: Minoan Society
Question 19 (a) (25 marks)
Outcomes assessed: H1.2, H3.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Names two Minoan palace sites 	2
<ul style="list-style-type: none"> • Names one Minoan palace site 	1

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

Criteria	Marks
<ul style="list-style-type: none"> • Names two types of writing which existed in Minoan society 	2
<ul style="list-style-type: none"> • Names one type of writing which existed in Minoan society 	1

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

Criteria	Marks
• Accurately describes the main features of Minoan art	4–5
• Provides a simple description of the main features of Minoan art	2–3
• Provides some knowledge of the features of Minoan art	1

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

Criteria	Marks
• Accurately outlines ONE significant myth or legend associated with the Minoans	5–6
• Provides an outline of one significant myth or legend associated with the Minoans	3–4
• Provides a simple outline of one significant myth or legend associated with the Minoans	1–2

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

Criteria	Marks
• Provides a coherent and detailed explanation of the main features of Minoan religion • Refers to source and other evidence	8–10
• Provides an explanation of the main features of Minoan religion • Refers to source and other evidence	6–7
• Provides a limited explanation of the features of Minoan religion • Refers to source	4–5
• Makes one or two relevant points about Minoan religion • Refers to the source	2–3
• Makes one relevant point about Minoan religion	1

OPTION H—Greece Bronze Age: Mycenaean Society**Question 20 (a)** (25 marks)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Names the title of two Mycenaean government officials	2
• Names the title of one Mycenaean government official	1

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

Criteria	Marks
• Names two main communication networks of the Mycenaean World	2
• Names one main communication network of the Mycenaean World	1

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

Criteria	Marks
• Accurately describes the main features of Mycenaean religion	4–5
• Provides a simple description of the main features of Mycenaean religion	2–3
• Provides some knowledge of the features of Mycenaean religion	1

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

Criteria	Marks
• Accurately outlines the main features of the site of Mycenae	5–6
• Provides an outline of the main features of the site of Mycenae	3–4
• Provides a simple outline of the main features of the site of Mycenae	1–2

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

Criteria	Marks
<ul style="list-style-type: none"> Provides a coherent and detailed explanation of the main features of Mycenaean warfare Refers to source and other evidence 	8–10
<ul style="list-style-type: none"> Provides an explanation of the main features of Mycenaean warfare Refers to source and other evidence 	6–7
<ul style="list-style-type: none"> Provides a limited explanation of the main features of Mycenaean warfare Examines one feature in some depth 	4–5
<ul style="list-style-type: none"> Makes one or two relevant points about Mycenaean warfare Refers to the source 	2–3
<ul style="list-style-type: none"> Makes one relevant point about Mycenaean warfare 	1

OPTION I—Greece: Spartan Society to the Battle of Leuctra 371BC
Question 21 (a) (25 marks)
Outcomes assessed: H1.2, H3.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Names two Spartan kings 	2
<ul style="list-style-type: none"> Names one Spartan kings 	1

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

Criteria	Marks
<ul style="list-style-type: none"> Names two leisure activities in ancient Sparta 	2
<ul style="list-style-type: none"> Names one leisure activity in ancient Sparta 	1

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

Criteria	Marks
• Accurately describes the role of the helots in Spartan society	4–5
• Provides a simple description of the role of the helots in Spartan society	2–3
• Provides some knowledge of the role of the helots in Spartan society	1

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

Criteria	Marks
• Accurately outlines some of the main features of the Spartan system of education	5–6
• Provides an outline of the main features of the Spartan system of education	3–4
• Provides a simple outline of the main features of the Spartan system of education	1–2

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

Criteria	Marks
• Provides a coherent and detailed explanation of the main features of the Spartan system of government • Refers to the source and other evidence	8–10
• Provides an explanation of the main features of the Spartan system of government • Refers to the source and other evidence	6–7
• Provides a limited explanation of the main features of the Spartan system of government • Refers to the source	4–5
• Makes one or two relevant points about the Spartan system of government • Refers to the source	2–3
• Makes one relevant point about the Spartan system of government	1

OPTION J—Greece: Athenian Society in the time of Pericles.**Question 22 (a)** (25 marks)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Names two cities in the Athenian Empire (other than Athens)	2
• Name one city in the Athenian Empire (other than Athens)	1

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

Criteria	Marks
• Identifies two features which defined metics as a group within Athenian society	2
• Identifies one feature which defined metics as a group within Athenian society	1

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

Criteria	Marks
• Accurately describes the main architectural features of one Athenian public building	4–5
• Provides a simple description of the main architectural features of one Athenian public building	2–3
• Provides some knowledge of the main architectural features of one Athenian public building	1

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

Criteria	Marks
• Accurately outlines the importance of slaves in the Athenian economy	5–6
• Provides an outline of the importance of slaves within the Athenian economy	3–4
• Provides a simple outline of the importance of slaves in the Athenian economy	1–2

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

Criteria	Marks
<ul style="list-style-type: none">Provides a coherent and detailed explanation of the role of religion in Athenian societyRefers to source and other evidence	8–10
<ul style="list-style-type: none">Provides an explanation of the role of religion in Athenian societyRefers to source and other evidence	6–7
<ul style="list-style-type: none">Provides a limited explanation of the role of religion in Athenian societyRefers to the source	4–5
<ul style="list-style-type: none">Makes one or two relevant points about the role of religion in Athenian societyRefers to the source	2–3
<ul style="list-style-type: none">Makes one relevant point about religion in Athenian society	1

OPTION K—Roman Society in the Time of Cicero**Question 23 (a)** (25 marks)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Names two Roman religious festivals	2
<ul style="list-style-type: none">Name one Roman religious festival	1

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

Criteria	Marks
<ul style="list-style-type: none">Identifies two groups in Roman society in the time of Cicero	2
<ul style="list-style-type: none">Identifies one group in Roman society in the time of Cicero	1

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

Criteria	Marks
<ul style="list-style-type: none">Accurately describes the role of a Roman woman in her household	4–5
<ul style="list-style-type: none">Provides a simple description of a Roman woman in her household	2–3
<ul style="list-style-type: none">Provides some knowledge of a Roman woman in her household	1

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

Criteria	Marks
• Accurately outlines the main features of Roman funerary customs	5–6
• Provides an outline of the main features of Roman funerary customs	3–4
• Provides a simple outline of the main features of Roman funerary customs	1–2

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

Criteria	Marks
• Provides a coherent and detailed explanation of the role of Roman provincial governors in time of Cicero • Refers to source and other evidence	8–10
• Provides an explanation of the role of Roman provincial governors • Refers to source and other evidence	6–7
• Provides a limited explanation of the role of Roman provincial governors in the time of Cicero • Refers to the source	4–5
• Makes one or two relevant points about the role of provincial governors • Refers to the source	2–3
• Makes one relevant point about provincial governors in the time of Cicero	1

OPTION L—Roman Society from Augustus to Titus**Question 24 (a)** (25 marks)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Names two major public buildings	2
• Names one major public building	1

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

Criteria	Marks
• Identifies two features which defined 'Princeps'	2
• Identifies one feature which defined 'Princeps'	1

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

Criteria	Marks
• Accurately describes the equipment of the Roman Legionary at this time	4–5
• Provides a simple description the equipment of the Roman Legionary at this time	2–3
• Provides some knowledge the equipment of the Roman Legionary	1

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

Criteria	Marks
• Accurately outlines the role of freedmen in Roman society at this time	5–6
• Provides an outline of the role of freedmen in Roman society at this time	3–4
• Provides a simple outline of the role of freedmen in Roman society at this time	1–2

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

Criteria	Marks
• Provides a coherent and detailed explanation of the main features of religion in the Roman Empire • Refers to source and other evidence	8–10
• Provides an explanation of religion in the Roman Empire • Refers to source and other evidence	6–7
• Provides a limited explanation of the main features of religion in the Roman Empire • Refers to the source	4–5
• Makes one or two relevant points about religion in the Roman Empire • Refers to the source	2–3
• Makes one relevant point about religion in the Roman Empire	1

OPTION M—Rome: Roman Society in the Fourth Century AD**Question 25 (a)** (25 marks)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Names two frontiers that were problematic	2
• Names one frontier that was problematic	1

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

Criteria	Marks
• Identifies two features which define the Dominate	2
• Identifies one feature that defines the Dominate	1

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

Criteria	Marks
• Accurately describes Constantine's promotion of Christianity	4–5
• Describes at least two methods by which Constantine promoted Christianity in the Roman Empire	
• Provides a simple description of how Constantine promoted Christianity	2–3
• Provides some knowledge of how Constantine promoted Christianity	1

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

Criteria	Marks
• Accurately outlines the importance of the military in late Roman society	5–6
• Provides an outline of the importance of the military in late Roman society	3–4
• Provides a simple outline of the importance of the military in late Roman society	1–2

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

Criteria	Marks
• Provides a coherent and detailed explanation of the development of Constantinople in the 4th Century AD • Refers to source and other evidence	8–10
• Provides an explanation of the development of Constantinople in the 4th Century AD • Refers to source and other evidence	6–7
• Provides a limited explanation of the development of Constantinople in the 4th Century AD • Refers to the source	4–5
• Makes one or two relevant points about the development of Constantinople in the 4th Century AD • Refers to the source	2–3
• Makes one relevant point about the development of Constantinople in the 4th Century AD	1

Section III—Historical Periods

Question 26 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Makes an accurate and detailed analysis of the differing factors contributing to change, recognising the relationship between these factors and the implications for change and continuity during the period by individuals, groups, events and ideas Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> Makes a detailed analysis of the differing factors contributing to change, recognising the relationship between these factors and the implications for change and continuity during the period by individuals, groups, events and ideas Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> Explains the roles played by either individuals, groups, events or ideas. Makes some attempt to analyse the relationship between factors and the implications for change and continuity during the period. Relies heavily on explanation rather than analysis Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> Lists some historical events of the period and shows a limited understanding of change and continuity in the period Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 26 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes an accurate and detailed analysis of the differing factors contributing to change, recognising the relationship between these factors and the implications for change and continuity during the period by individuals, groups, events and ideas • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes a detailed analysis of the differing factors contributing to change, recognising the relationship between these factors and the implications for change and continuity during the period by individuals, groups, events and ideas • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Explains the roles played by either individuals, groups, events or ideas. Makes some attempt to analyse the relationship between factors and the implications for change and continuity during the period. Relies heavily on explanation rather than analysis • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 27 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes an accurate and detailed analysis of the differing factors contributing to change, recognising the relationship between these factors and the implications for change and continuity during the period by individuals, groups, events and ideas • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes a detailed analysis of the differing factors contributing to change, recognising the relationship between these factors and the implications for change and continuity during the period by individuals, groups, events and ideas • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Explains the roles played by either individuals, groups, events or ideas. Makes some attempt to analyse the relationship between factors and the implications for change and continuity during the period. Relies heavily on explanation rather than analysis • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 27 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • No real attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 28 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • No real attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 28 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • No real attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 29 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • No real attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 29 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • No real attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 30 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes an accurate and detailed analysis of the differing factors contributing to change, recognising the relationship between these factors and the implications for change and continuity during the period by individuals, groups, events and ideas • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes a detailed analysis of the differing factors contributing to change, recognising the relationship between these factors and the implications for change and continuity during the period by individuals, groups, events and ideas • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Explains the roles played by either individuals, groups, events or ideas. Makes some attempt to analyse the relationship between factors and the implications for change and continuity during the period. Relies heavily on explanation rather than analysis • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 30 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • No real attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 31 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed and accurate statement of the full range of reasons, focussing on the relative significance of each of these as forces of change and continuity during the period by individuals, groups, events and ideas • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides a detailed statement of a significant range of reasons, focussing on the relative significance of each of these as forces of change by individuals, groups, events and ideas • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some attempt to provide a statement of a range of reasons, focussing on the relative significance of each of these as forces of change. Relies heavily on explanation rather than accounting for • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 31 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Limited attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 32 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Limited attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 32 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed and accurate statement of the full range of reasons, focussing on the relative significance of each of these as forces of change and continuity during the period by individuals, groups, events and ideas • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides a detailed statement of a significant range of reasons, focussing on the relative significance of each of these as forces of change by individuals, groups, events and ideas • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some attempt to provide a statement of a range of reasons, focussing on the relative significance of each of these as forces of change. Relies heavily on explanation rather than accounting for • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 33 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed and accurate statement of the full range of reasons, focussing on the relative significance of each of these as forces of change and continuity during the period by individuals, groups, events and ideas • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides a detailed statement of a significant range of reasons, focussing on the relative significance of each of these as forces of change by individuals, groups, events and ideas • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some attempt to provide a statement of a range of reasons, focussing on the relative significance of each of these as forces of change. Relies heavily on explanation rather than accounting for • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 33 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Limited attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 34 (a)*Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed and accurate statement of the full range of reasons, focussing on the relative significance of each of these as forces of change and continuity during the period by individuals, groups, events and ideasPresents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts	21–25
<ul style="list-style-type: none">Provides a detailed statement of a significant range of reasons, focussing on the relative significance of each of these as forces of change by individuals, groups, events and ideasPresents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts	16–20
<ul style="list-style-type: none">Makes some attempt to provide a statement of a range of reasons, focussing on the relative significance of each of these as forces of change. Relies heavily on explanation rather than accounting forPresents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts	11–15
<ul style="list-style-type: none">Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the periodPresents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms	6–10
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of change and continuity in the periodPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–5

Question 34 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Limited attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 35 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the various factors, the relationship between them, as forces of change and continuity during this period by individuals, groups, events and ideas • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides a detailed explanation of the various factors as forces of change and continuity during this period by individuals, groups, events and ideas • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Explains the roles played by either individuals, groups, events or ideas, with some attempt to assess their significance as forces for change and continuity during the period • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 35 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Limited attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 36 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed and accurate statement of the full range of reasons, focussing on the relative significance of each of these as forces of change and continuity during the period by individuals, groups, events and ideas • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides a detailed statement of a significant range of reasons, focussing on the relative significance of each of these as forces of change by individuals, groups, events and ideas • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some attempt to provide a statement of a range of reasons, focussing on the relative significance of each of these as forces of change. Relies heavily on explanation rather than accounting for • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period. No attempt to account for • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 36 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Limited attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 37 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the various factors, the relationship between them, as forces of change and continuity during this period by individuals, groups, events and ideas • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides a detailed explanation of the various factors as forces of change and continuity during this period by individuals, groups, events and ideas • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Explains the roles played by either individuals, groups, events or ideas, with some attempt to assess their significance as forces for change and continuity during the period • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 37 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Limited attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 38 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the various factors, the relationship between them, as forces of change and continuity during this period by individuals, groups, events and ideas • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides a detailed explanation of the various factors as forces of change and continuity during this period by individuals, groups, events and ideas • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Explains the roles played by either individuals, groups, events or ideas, with some attempt to assess their significance as forces for change and continuity during the period • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 38 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Limited attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 39 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed and accurate statement of the full range of reasons, focussing on the relative significance of each of these as forces of change and continuity during the period by individuals, groups, events and ideas • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides a detailed statement of a significant range of reasons, focussing on the relative significance of each of these as forces of change by individuals, groups, events and ideas • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some attempt to provide a statement of a range of reasons, focussing on the relative significance of each of these as forces of change. Relies heavily on explanation rather than accounting for • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 39 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Limited attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 40 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed and accurate statement of the full range of reasons, focussing on the relative significance of each of these as forces of change and continuity during the period by individuals, groups, events and ideas • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides a detailed statement of a significant range of reasons, focussing on the relative significance of each of these as forces of change by individuals, groups, events and ideas • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some attempt to provide a statement of a range of reasons, focussing on the relative significance of each of these as forces of change. Relies heavily on explanation rather than accounting for • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period. No attempt to account for • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 40 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Limited attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 41 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed and accurate statement of the full range of reasons, focussing on the relative significance of each of these as forces of change and continuity during the period by individuals, groups, events and ideas • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides a detailed statement of a significant range of reasons, focussing on the relative significance of each of these as forces of change by individuals, groups, events and ideas • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some attempt to provide a statement of a range of reasons, focussing on the relative significance of each of these as forces of change. Relies heavily on explanation rather than accounting for • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period. No attempt to account for • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 41 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Limited attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 42 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed and accurate statement of the full range of reasons, focussing on the relative significance of each of these as forces of change and continuity during the period by individuals, groups, events and ideas • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides a detailed statement of a significant range of reasons, focussing on the relative significance of each of these as forces of change by individuals, groups, events and ideas • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some attempt to provide a statement of a range of reasons, focussing on the relative significance of each of these as forces of change. Relies heavily on explanation rather than accounting for • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period. No attempt to account for • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 42 (b)*Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides an accurate and detailed explanation of the various factors, the relationship between them, as forces of change and continuity during this period by individuals, groups, events and ideasPresents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts	21–25
<ul style="list-style-type: none">Provides a detailed explanation of the various factors as forces of change and continuity during this period by individuals, groups, events and ideasPresents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts	16–20
<ul style="list-style-type: none">Explains the roles played by either individuals, groups, events or ideas, with some attempt to assess their significance as forces for change and continuity during the periodPresents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts	11–15
<ul style="list-style-type: none">Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the periodPresents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms	6–10
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of change and continuity in the periodPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–5

Question 43 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed and accurate statement of the full range of reasons, focussing on the relative significance of each of these as forces of change and continuity during the period by individuals, groups, events and ideas • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides a detailed statement of a significant range of reasons, focussing on the relative significance of each of these as forces of change by individuals, groups, events and ideas • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some attempt to provide a statement of a range of reasons, focussing on the relative significance of each of these as forces of change. Relies heavily on explanation rather than accounting for • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Describes the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period. No attempt to account for • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 43 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Limited attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 44 (a)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • No real attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 44 (b)
Outcomes assessed: H1.1, H2.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes accurate and detailed judgements of the value and outcomes of the different roles played by individuals, groups, events and ideas, assessing their relative significance as forces for change and continuity during the period • Presents a sustained, logical and well structured argument drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes some detailed judgements of the different roles played by individuals, groups, events and ideas, assessing their significance as forces for change and continuity during the period • Presents a sustained and logical argument drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Identifies roles played by either individuals, groups, events or ideas. Makes some attempt to assess their significance as forces for change and continuity during the period but relies heavily on explanation rather than assessment • Presents an argument with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • No real attempt to assess the roles played by either individuals, groups, events or ideas and their broad significance as forces for change and continuity during the period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of change and continuity in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Section IV—Additional Historical Periods

Question 45 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides an accurate and detailed explanation of the role and importance of the military in Old Kingdom Egypt demonstrating an understanding of a range of contributing factors and the relationship between them Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> Provides an accurate explanation of the role and importance of the military in Old Kingdom Egypt demonstrating an understanding of contributing factors and the relationship between them Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> Provides some explanation of the role and importance of the military in Old Kingdom Egypt demonstrating an understanding of some contributing factors and the relationship between them Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> Provides a limited explanation/description of the role and/or importance of the military in Old Kingdom Egypt showing some understanding of contributing factors Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> Provides a brief description of the nature of Old Kingdom Egypt Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 45 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the importance of trade and foreign contact in Old Kingdom Egypt demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the role and importance of trade and foreign contact in Old Kingdom Egypt demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the importance of trade and foreign contact in Old Kingdom Egypt demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the role and/or importance of trade and foreign contact in Old Kingdom Egypt showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of trade and foreign contact in Old Kingdom Egypt • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 46 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the role and importance of the military in Middle Kingdom Egypt demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the role and importance of the military in Middle Kingdom Egypt demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the role and importance of the military in Middle Kingdom Egypt demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the role and/or importance of the military in Middle Kingdom Egypt showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the military in Middle Kingdom Egypt • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 46 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the importance of foreign contact in Middle Kingdom Egypt demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the role and importance of foreign contact in Middle Kingdom Egypt demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the role and importance of foreign contact in Middle Kingdom Egypt demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the role and/or importance of foreign contact in Middle Kingdom Egypt showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of foreign contact in Middle Kingdom Egypt • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 47 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the importance of new military technology in New Kingdom Egypt demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the role and importance of new military technology in New Kingdom Egypt demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the role and importance of new military technology in New Kingdom Egypt demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the role and/or importance of new military technology in New Kingdom Egypt showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of new military technology in New Kingdom Egypt • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 47 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the importance of the military campaigns of the Thutmosids demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the role and importance of the military campaigns of the Thutmosids demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the role and importance of the military campaigns of the Thutmosids demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the role and/or importance of the military campaigns of the Thutmosids showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the military campaigns of the Thutmosids • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 48 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the challenge of the Hittites to kings of this period demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the challenge of the Hittites to kings of this period demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the challenge of the Hittites to kings of this period demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the challenge of the Hittites to kings of this period showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the challenge of the Hittites to kings of this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 48 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the importance of Nubia to New Kingdom Egypt in this period demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the importance of Nubia to New Kingdom Egypt in this period demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the importance of Nubia to New Kingdom Egypt in this period demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the importance of Nubia to New Kingdom Egypt in this period showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the importance of Nubia in New Kingdom Egypt • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 49 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed account for the Assyrian expansion and conquest during this period with detailed reasons showing the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate account for the Assyrian expansion and conquest during this period with relevant reasons showing the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides an account for the Assyrian expansion and conquest during this period with some reasons showing the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited account/description for the Assyrian expansion and conquest during this period with some understanding of the relationship between them • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the Assyrian expansion and conquest during this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 49 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of how the Assyrian kings dealt with rebellions in their empire during this period demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the role and importance of how the Assyrian kings dealt with rebellions in their empire during this period demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of how the Assyrian kings dealt with rebellions in their empire during this period demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the role and/or importance of how the Assyrian kings dealt with rebellions in their empire during this period showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of how Assyrian kings dealt with rebellions during this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 50 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the relationship between Assyria and its subject states demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the relationship between Assyria and its subject states demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the relationship between Assyria and its subject states demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the relationship between Assyria and its subject states showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of Assyria and its subject states • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 50 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of how successful the Assyrian kings were in their wars of expansion and defence demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of how successful the Assyrian kings were in their wars of expansion and defence demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of how successful the Assyrian kings were in their wars of expansion and defence demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the success of Assyrian kings in their wars of expansion and defence showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the wars of expansion and defence of Assyrian kings • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 51 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the importance of the Babylonian campaigns against Judah demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the importance of the Babylonian campaigns against Judah demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the importance of the Babylonian campaigns against Judah demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the importance of the Babylonian campaigns against Judah showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the Babylonian campaigns against Judah • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 51 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed assessment providing a clear judgement of how effective Israel was in dealing with foreign invasions • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate assessment that provides a judgement of how effective Israel was in dealing with foreign invasions • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some assessment that provides some judgement of how effective Israel was in dealing with foreign invasions • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited assessment that describes how effective Israel was in dealing with foreign invasions • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Describes how Israel dealt with foreign invasions • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 52 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the role of the army in the Persian empire during this period demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the role of the army in the Persian empire during this period demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the role of the army in the Persian empire during this period demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the role of the army in the Persian empire during this period showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the army in the Persian empire during this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 52 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of how the Persian kings defended and maintained their empire in this period demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of how the Persian kings defended and maintained their empire in this period demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of how the Persian kings defended and maintained their empire in this period demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of how the Persian kings defended and maintained their empire in this period showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of how Persian kings defended or maintained their power • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 53 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed account for the emergence of pan-Hellenic sites in this period with detailed reasons showing the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate account for the emergence of pan-Hellenic sites in this period with relevant reasons showing the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides an account for the emergence of pan-Hellenic sites in this period with some reasons showing the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited account/description of pan-Hellenic sites in this period with some understanding of the relationship between them • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of pan-Hellenic sites in this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 53 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed assessment providing a clear judgement of the military, social and political impact on Greece resulting from the introduction of hoplite warfare • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate assessment that provides a judgement of the military, social and political impact on Greece resulting from the introduction of hoplite warfare • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some assessment that provides some judgements of the military, social and political impact on Greece resulting from the introduction of hoplite warfare • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited assessment that describes either one or more of military, social and political impact on Greece resulting from the introduction of hoplite warfare • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Describes how military and/or social and/or political impacts on Greece resulted from hoplite warfare • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 54 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the main features of the development of Athenian naval power in this period demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the main features of the development of Athenian naval power in this period demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the main features of the development of Athenian naval power in this period demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the features of the development of Athenian naval power in this period showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of Athenian naval power in this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 54 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the causes of the First Peloponnesian War demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the causes of the First Peloponnesian War demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the causes of the First Peloponnesian War demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the causes of the First Peloponnesian War showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the First Peloponnesian War • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 55 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed assessment providing a clear judgement of Thucydides' explanation for the outbreak of the Peloponnesian War • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate assessment that provides a judgement of Thucydides' explanation for the outbreak of the Peloponnesian War • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some assessment that provides some judgement of the Thucydides' explanation for the outbreak of the Peloponnesian War • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited assessment that describes Thucydides' explanation for the outbreak of the Peloponnesian War • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Describes how Thucydides' explained the outbreak of the Peloponnesian War • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 55 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of Persia's role in the Athenian defeat in the Peloponnesian War demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of Persia's role in the Athenian defeat in the Peloponnesian War demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of Persia's role in the Athenian defeat in the Peloponnesian War demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of Persia's role in the Athenian defeat in the Peloponnesian War showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of Persia's role in the Peloponnesian War • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 56 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed account of the changes in Greek warfare during this period with detailed reasons showing the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate account of the changes in Greek warfare during this period with relevant reasons showing the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides an account of the changes in Greek warfare during this period with some reasons showing the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited account/description of the changes in Greek warfare during this period with some understanding of the relationship between them • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of Greek warfare during this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 56 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of Alexander’s military success against the Persians demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of Alexander’s military success against the Persians demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of Alexander’s military success against the Persians demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of Alexander’s military success against the Persians showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of Alexander’s military efforts against the Persians • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 57 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of why Alexander's successors could not reunify his empire demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of why Alexander's successors could not reunify his empire demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of why Alexander's successors could not reunify his empire demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of why Alexander's successors could not reunify his empire showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of why Alexander's successors could not reunify his empire • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 57 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of why the Hellenistic monarchies were unable to resist Roman expansion demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of why the Hellenistic monarchies were unable to resist Roman expansion demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of why the Hellenistic monarchies were unable to resist Roman expansion demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of why Hellenistic monarchies were unable to resist Roman expansion showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of why Hellenistic monarchies were unable to resist Roman expansion • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 58 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the reasons for two Carthaginian victories in the Second Punic War demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the reasons for two Carthaginian victories in the Second Punic War demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the reasons for two Carthaginian victories in the Second Punic War demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the reasons for two Carthaginian victories in the Second Punic War, treating one in more detail showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of Carthaginian victories in the Second Punic War • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 58 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed assessment providing a clear judgement of the impact on Rome of the conquest of Greece during this period • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate assessment that provides a judgement of the impact on Rome of the conquest of Greece during this period • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some assessment that provides some judgement of the impact on Rome of the conquest of Greece during this period • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited assessment that describes the impact on Rome of the conquest of Greece during this period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Describes briefly how the conquest of Greece during this period had an impact on Rome • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 59 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the causes and consequences of the Social War demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the causes and consequences of the Social War demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the causes and consequences of the Social War demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the causes and/or consequences of the Social War showing some understanding of contributing factors. One possibly treated in less detail • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the Social War • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 59 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed account of the outbreak of war between Marius and Sulla with detailed reasons showing the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate account of the outbreak of war between Marius and Sulla with relevant reasons showing the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides an account of the outbreak of war between Marius and Sulla with some reasons showing the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited account/description of the outbreak of war between Marius and Sulla with some understanding of the relationship between them • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the war between Marius and Sulla • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 60 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed account of Roman success in the Gallic Wars with detailed reasons showing the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate account of Roman success in the Gallic Wars with relevant reasons showing the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides an account of Roman success in the Gallic Wars with some reasons showing the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited account/description of Roman success in the Gallic Wars with some understanding of the relationship between them • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of Rome’s role in the Gallic Wars • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 60 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the generals' use of armies for political purposes during this period demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the generals' use of the armies for political purposes during this period demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the generals' use of armies for political purposes during this period demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the generals' use of armies for political purposes during this period showing some understanding of contributing factors. One possibility treated in less detail • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the generals' use of armies during this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 61 (a)
Outcomes assessed: HI.1, 3.1, 4.2, 6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed assessment providing a clear judgement of the importance of the Praetorian Guard in this period • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate assessment that provides a judgement of the importance of the Praetorian Guard in this period • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some assessment that provides some judgement of the importance of the Praetorian Guard in this period • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited assessment that describes the importance of the Praetorian Guard in this period • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Describes the Praetorian Guard in this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 61 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed assessment providing a clear judgement of the handling of frontier problems by two emperors in this period • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate assessment that provides a judgement of the handling of frontier problems of two emperors in this period • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some assessment that provides some judgement of the handling of frontier problems by two emperors in this period • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited assessment that describes the frontier problems by two emperors in this period, with one treated in more depth • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Describes some frontier problems of emperors in general, or one in detail, in this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 62 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed account of Roman military policy in Britain from Agricola to the Severans with detailed reasons showing the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate account of Roman military policy in Britain from Agricola to the Severans with relevant reasons showing the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides an account of Roman military policy in Britain from Agricola to the Severans with some reasons showing the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited account/description of Roman military policy in Britain from Agricola to the Severans with some understanding of the relationship between them • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of Roman military policy in Britain from Agricola to the Severans • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 62 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of how two emperors in this period maintained the Roman Peace demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of how two emperors in this period maintained the Roman Peace demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of how two emperors in this period maintained the Roman Peace demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of how emperors in general, or one emperor in detail, maintained the Roman Peace in this period showing some understanding of contributing factors. • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of how emperors maintained the Roman Peace in this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 63 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of why Rome was unsuccessful in controlling barbarian invasion in this period demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of why Rome was unsuccessful in controlling barbarian invasions in this period demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of why Rome was unsuccessful in controlling barbarian invasions in this period demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of why Rome was unsuccessful in controlling barbarian invasions in this period showing some understanding of contributing factors. • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of Rome’s attempts to control barbarian invasions in this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 63 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed account of the main changes to the Roman army in this period with detailed reasons showing the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate account of the main changes to the Roman army in this period with relevant reasons showing the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides an account of the main changes to the Roman army in this period with some reasons showing the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited account/description of the main changes to the Roman army in this period with some understanding of the relationship between them • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the Roman army in this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 64 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the roles played by women in Old Kingdom society demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the roles played by women in Old Kingdom society demonstrating and understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the roles played by women in Old Kingdom society demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the roles played by women in Old Kingdom society showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the roles played by women in Old Kingdom society • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 64 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the main features of the economy in Old Kingdom Egypt demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the main features of the economy in Old Kingdom Egypt demonstrating and understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the main features of the economy in Old Kingdom Egypt demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the main features of the economy in Old Kingdom Egypt showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the main features of the economy in Old Kingdom Egypt • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 65 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the social structure of Middle Kingdom Egypt demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the social structure of Middle Kingdom Egypt demonstrating and understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the social structure of Middle Kingdom Egypt demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the social structure of Middle Kingdom Egypt showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the social structure of Middle Kingdom Egypt • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 65 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed assessment, providing a clear judgement of the importance of trade and industry in Middle Kingdom times • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate assessment that provides judgement of the importance of trade and industry in Middle Kingdom times • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some assessment and makes a judgement of the importance of trade and industry in Middle Kingdom times • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited assessment that describes the importance of trade and industry in Middle Kingdom times • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a simple description of trade and/or industry in Middle Kingdom times • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 66 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the role of the army in the Ramesside period demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the role of the army in the Ramesside period demonstrating and understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the role of the army in the Ramesside period demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the role of the army in the Ramesside period showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the role of the army in the Ramesside period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 66 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the main features of the economy during the Ramesside period demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the main features of the economy during the Ramesside period demonstrating and understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the main features of the economy during the Ramesside period demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the main features of the economy during the Ramesside period showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the main features of the economy during the Ramesside period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 67 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the main features of the ancient Assyrian economy demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the main features of the ancient Assyrian economy demonstrating and understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the main features of the ancient Assyrian economy demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the main features of the ancient Assyrian economy showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the main features of the ancient Assyrian economy • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 67 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of how the Assyrians administered their empire demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of how the Assyrians administered their empire demonstrating and understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of how the Assyrians administered their empire demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of how the Assyrians administered their empire showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of how the Assyrians administered their empire • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 68 (a)*Outcomes assessed: H1.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides an accurate and detailed account of the role of the ‘capitals’ in the ancient Israelite economy with detailed reasons and the relationship between themPresents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts	21–25
<ul style="list-style-type: none">Provides an accurate account of the role of the ‘capitals’ in the ancient Israelite economy with relevant reasons and the relationship between themPresents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts	16–20
<ul style="list-style-type: none">Provides an account of the role of the ‘capitals’ in the ancient Israelite economy with some reasons and the relationship between themPresents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts	11–15
<ul style="list-style-type: none">Provides a limited account/description of the role of the ‘capitals’ in the ancient Israelite economy with some understanding of the relationship between themPresents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms	6–10
<ul style="list-style-type: none">Provides a brief description of the ‘capitals’ in the ancient Israelite economyPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–5

Question 68 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed account of the role open to males and females in ancient Israelite society with detailed reasons and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate account of the role open to males and females in ancient Israelite society with relevant reasons and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides an account of the role open to males and females in ancient Israelite society with some reasons and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited account/description of the role open to males and females in ancient Israelite society with some understanding of the relationship between them • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the roles of males and females in ancient Israelite society • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 69 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of roads and communication that existed in this period of Persian society demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of roads and communication that existed in this period of Persian society demonstrating and understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of roads and communication that existed in this period of Persian society demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of roads and communication that existed in this period of Persian society showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the roads and communication that existed in this period of Persian society • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 69 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the social structure of ancient Persian society during this period demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the social structure of ancient Persian society during this period demonstrating and understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the social structure of ancient Persian society during this period demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the social structure of ancient Persian society during this period showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the social structure of ancient Persian society during this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 70 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the importance of women in Minoan society demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the importance of women in Minoan society demonstrating and understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the importance of women in Minoan society demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the importance of women in Minoan society showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the importance of women in Minoan society • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 70 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed account of the importance of trade and industry in Minoan society with detailed reasons and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate account of the importance of trade and industry in Minoan society with relevant reasons and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides an account of the importance of trade and industry in Minoan society with some reasons and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited account/description of the importance of trade and industry in Minoan society with some understanding of the relationship between them • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the importance of trade and industry in Minoan society • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 71 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed assessment providing a clear judgement of the evidence for the role of women in Mycenaean society • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate assessment providing a judgement of the evidence for the role of women in Mycenaean society • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some assessment makes a judgement of the evidence for the role of women in Mycenaean society • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited assessment that describes the evidence for the role of women in Mycenaean society • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Simply describes the role of women in Mycenaean society • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 71 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed account of the role of the palace in Mycenaean society with detailed reasons and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate account of the role of the palace in Mycenaean society with relevant reasons and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides an account of the role of the palace in Mycenaean society with some reasons and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited account/description of the role of the palace in Mycenaean society with some understanding of the relationship between them • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the role of the palace in Mycenaean society • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 72 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed account of the social structure of Spartan society with detailed reasons and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate account of the social structure of Spartan society with relevant reasons and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides an account of the social structure of Spartan society with some reasons and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited account/description of the social structure of Spartan society with some understanding of the relationship between them • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the social structure of Spartan society • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 72 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the main features of the Spartan economy demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the main features of the Spartan economy demonstrating and understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the main features of the Spartan economy demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the main features of the Spartan economy showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the main features of the Spartan economy • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 73 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the roles of women in Athenian society in this period demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the roles of women in Athenian society in this period demonstrating and understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the roles of women in Athenian society in this period demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the roles of women in Athenian society in this period showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the roles of women in Athenian society in this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 73 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the importance of shipping and trade in this period demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the importance of shipping and trade in this period demonstrating and understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the importance of shipping and trade in this period demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the importance of shipping and trade in this period in this period showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the importance of shipping and trade in this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 74 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed account of the various roles of women in Roman society at this time with detailed reasons and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate account of the various roles of women in Roman society at this time with relevant reasons and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides an account of the various roles of women in Roman society at this time with some reasons and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited account/description of the various roles of women in Roman society at this time with some understanding of the relationship between them • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the various roles of women in Roman society at this time • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 74 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the main features of Roman trade in this period demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the main features of Roman trade in this period demonstrating and understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the main features of Roman trade in this period demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the main features of Roman trade in this period in this period showing some understanding of contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the main features of Roman trade in this period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 75 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed assessment providing a clear judgement of the importance of imperial women at this time • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate assessment that provides a judgement of the importance of imperial women at this time • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some assessment that makes a judgement of the importance of imperial women at this time • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited assessment that describes the importance of imperial women at this time • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Simply describes the importance of imperial women at this time • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 75 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed account of the expansion of the Fora at this time with detailed reasons and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate account of the expansion of the Fora at this time with relevant reasons and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides an account of the expansion of the Fora at this time with some reasons and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited account/description of the expansion of the Fora at this time with some understanding of the relationship between them • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the expansion of the Fora at this time • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 76 (a)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed account of the roles open to women in the fourth century AD with detailed reasons and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate account of the roles open to women in the fourth century AD with relevant reasons and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides an account of the roles open to women in the fourth century AD with some reasons and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited account/description of the roles open to women in the fourth century AD with some understanding of the relationship between them • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the roles open to women in the fourth century AD • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Question 76 (b)
Outcomes assessed: H1.1, H3.1, H4.2, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an accurate and detailed explanation of the main features of the Roman economy at this time demonstrating an understanding of a range of contributing factors and the relationship between them • Presents a sustained, logical and well structured answer drawing on a clear identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides an accurate explanation of the main features of the Roman economy at this time demonstrating an understanding of contributing factors and the relationship between them • Presents a sustained and logical answer drawing on an identification of relevant features of the period and supported by detailed and accurate information from relevant sources, using appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation of the main features of the Roman economy at this time demonstrating an understanding of some contributing factors and the relationship between them • Presents an answer with some identification of relevant features of the period supported by accurate information from sources, using appropriate terms and concepts 	11–15
<ul style="list-style-type: none"> • Provides a limited explanation/description of the main features of the Roman economy at this time showing some understanding of the contributing factors • Presents a descriptive narration with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Provides a brief description of the main features of the Roman economy at this time • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5