

**2002 HSC Notes from
the Marking Centre
Ancient History**

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2002 HSC NOTES FROM THE MARKING CENTRE

ANCIENT HISTORY

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Ancient History. It provides comments with regard to selected responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the responses in each section.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Ancient History.

General Comments

In 2002, approximately 8150 candidates attempted the Ancient History examination.

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections, should accumulate to a more comprehensive understanding than may be described in each section separately.

Improvements to the structure of the examination paper made it easier for students to choose questions correctly, and substantially fewer errors were observed this year than in 2001.

Candidates should be reminded to follow the instructions on the front of the paper and on the front of the separate sections of the paper, and answer one question only from each of the four sections. Teachers need to clearly stress that identical Historical Periods and Societies cannot be attempted.

Comments are included about only those questions that were attempted by the majority of candidates in each section of the paper.

Section I – Personalities

General Comments

As in previous years the most popular personalities in Section 1 were: Hatshepsut, Agrippina, Caesar, Xerxes, Pericles and Alexander. This year, Ramesses and Akhenaten have become more popular. Few candidates attempted Sennacherib and Scipio Africanus. There was a decrease in the number of candidates studying Jezebel.

In part (a), responses were generally well versed in the family background of their personality. Some candidates, however, were still writing excessive responses in relation to the value of the question.

In part (b), better responses placed the personality in their historical context. Weaker responses relied on descriptive narrative at the expense of providing an explanation.

In part (c), better responses accurately identified relevant ancient and modern interpretations of the personality and applied them in terms of their usefulness and reliability. Quality responses evaluated the sources, whereas a number of responses simply provided a description of the personality and their achievement.

Candidates should be reminded to:

- take the time to read the question carefully
- address the requirements of the question, not simply provide a narrative
- identify relevant and accurate sources for the personality

Question 1 – Option A – Egypt: Hatshepsut

- (a) Most responses competently and accurately described Hatshepsut's family background.
- (b) Better-responses identified and named the main building achievements and linked these to Hatshepsut's political, religious and social purpose. It was most pleasing to see responses discussing the propaganda aspects of Hatshepsut's building program. Some responses only referred to either the purpose or extent of the building program and therefore did not provide a substantial response.
- (c) Competent responses offered a comprehensive description of a range of interpretations both ancient and modern. Better responses made the next step to evaluate these sources, making a judgement about their usefulness and reliability based on ancient or modern interpretations.

Question 1 – Option G – Greece: Pericles

- (a) This question was generally well handled by candidates. Better responses provided accurate details of Pericles' background and education.
- (b) Many candidates offered a stronger response for the purpose of Pericles' building program rather than the extent. Better responses provided detailed knowledge of both supported by evidence.
- (c) Capable responses gave a detailed explanation of the achievements of Pericles, but failed to provide an evaluation of the different ancient or modern interpretations. Superior responses made a judgement on the interpretations rather than the achievements of the individual.

Question 1 – Option L – Agrippina the Younger

- (a) The best responses described in detail Agrippina's position as the wife, sister, mother and great granddaughter of Roman emperors and her parentage. Answers of approximately one page that focused on providing the essential information required by the question were quite sufficient.

- (b) Many responses described or explained the relationship between Agrippina II and Nero, but did not give a detailed explanation of the significance of their relationship. Better responses, however, included detailed reference to written and archaeological evidence, e.g. coins, showing a thorough understanding of the significance of the relationship.
- (c) Overall, responses demonstrated a detailed knowledge of the sources on Agrippina. The best answers were able to compare and contrast the views of different historians and then reach their own conclusions. Many responses demonstrated high order evaluation skills, but some responses simply catalogued the historians' interpretations without any attempt at evaluation.

Section II – Societies

General Comments

Candidates demonstrated greater knowledge than in previous years. Use of evidence was good – they attempted to incorporate it into all their answers.

Question 13

- (a) Candidates named either the actual sites of the pyramids or the kings who had them erected. Both were accepted.
- (b) Most candidates knew two roles of the king.
- (c) This question sometimes led to a generic answer – looking after the house, the children, the husband – that was not specifically Egyptian. Some responses dealt with limited classes eg the queens or the peasants.
- (d) Although on the whole this was well done some candidates confused the terminology and dealt with social activities.
- (e) There were few really outstanding answers. Many responses looked only at mummification, few could explain 'development' with any accuracy while some even brought in features of New Kingdom funeral customs. Many ignored the term 'rituals'. Other evidence was mainly archaeological although some candidates mentioned Herodotus's account.

Question 14

There were some exceptional answers to this question. The Middle Kingdom Egypt Society, while not very popular, seems to be gaining attention.

Question 15

- (a) The choice of gods/goddesses was great. Few candidates could not name two.
- (b) This was also well answered.
- (c) Most responses knew the roles of queens well.

- (d) The social structure was sometimes misinterpreted as social activities. The social pyramid rarely inspired a sketch.
- (e) This was usually well answered. Most responses concentrated on the buildings of Ramesses II, which gave them a lot of scope and brought in the necessary references to other evidence.

Question 16

- (a) Most responses were able to name two gods/goddesses.
- (b) ‘Diviners’ was a problem word. Limited to its narrowest meaning it would have been difficult for responses to name two roles. However, most responses interpreted ‘diviners’ as religious personnel and had no trouble referring to two roles.
- (c) Many responses simply described what was pictured in Assyrian art rather than mentioning features such as bas-reliefs, sculpture in the round, cylinder seals etc.
- (d) Most candidates could outline the treatment of ‘captives’ but fell down on ‘deportees’.
- (e) Many responses described the organisation of the Assyrian army but did not explain it.

Question 17

- (a) Most responses could name two kings.
- (b) Most responses could adequately say what Baal worship was.
- (c) This section was handled well by responses generally. The stronger responses were able to describe in detail.
- (d) This section was weaker than the other sections. Many responses generalised in their outlines to the point where their outline could apply to almost any ancient society.
- (e) ‘Explain’ was a problem word here as most responses described in varying amounts of detail.

Question 18

- (a) Most responses managed to name two capital cities.
- (b) Most responses adequately described ‘tribute’.
- (c) This question was generally answered well. Detail and accuracy were the mark of the stronger responses.
- (d) This question was handled poorly. Most responses spoke about satraps, satrapies and imperial administration. Stronger responses were able to outline the structure of the central government.
- (e) Better responses were able to present the structure of the army from the king down, giving the numbers in the various corps. Weaker responses simply described in a general way the

various contingents and Herodotus's description of the non-Medo-Persian nations that supported the main Persian army.

Question 19

- (a) Well answered.
- (c) Frescoes were well known both in subject matter and technique.
- (d) The term 'social structure' again presented difficulties. Many candidates looked at patriarchal/matriarchal society and ignored the social structure in its broad sense.
- (e) Weaker responses described rather than explained. Good knowledge of the Palace of Knossos was evident.

Question 20

There were fewer responses attempting this question this year. (a) and (d) often elicited the same response.

- (e) Was well handled.

Question 21

This was by far the most popular question in this section.

- (b) Roles of Spartan women were generally well known.
- (c) Well answered.
- (d) There was a problem with the double-barrelled nature of this question. Often responses described one or the other, not both.
- (e) Although the source is not Plutarch but the editor, candidates found it most useful in directing them to answer the question. There was a problem in dealing with other evidence.

Question 22

- (a), (b) and (c) were handled well.
- (d) The Agora is a huge topic. Generally candidates knew it well.
- (e) Many candidates were confused about the use of the '*kleroterion*', seeing it as the machine for deciding judicial and political matters, rather than a machine for choosing committees and jurors to avoid corruption. Some candidates limited themselves to jury service, often citing 'The Wasps' as other evidence. It is not specific to the period.

Question 23

Generally the majority of responses answered this question very well. The five questions actually elicited some excellent responses.

- (a) Very few responses were unable to name two gods.
- (b) Most responses could discuss who the *'pater familias'* was and his role as well.
- (c) This question was also answered in an excellent manner by the majority of candidates. Most responses were able to give good accounts of at least two Roman ceremonies, even using the correct terms to describe them.
- (d) Another excellent response. The vast majority of responses knew a great deal about the social, economic, religious and political importance of the Roman Forum. Many candidates referred to sources in their responses.
- (e) Generally this question was handled very well. Most candidates could give a reasonably informative response about the main features of Roman religious practices, purposes of temples, festivals and the role of the *'Pontifex Maximus'* as well as the religious practices of the ordinary Roman citizen. Many responses referred to a wide range of primary and secondary sources rather than merely referring to the sources provided.

Question 24

This question was without doubt the best answered of all Societies questions in this year's paper. The five questions elicited excellent responses from the majority of candidates.

- (a) Virtually all responses scored maximum marks.
- (b) Most responses scored the maximum two marks here.
- (c) This question was handled very well. Candidates basically all knew that Ostia was the port of Rome. They also highlighted the important fact that it was the means by which the vital corn dole entered Rome. Many responses could also discuss other economic reasons for Ostia's importance, as well as mentioning people associated with the port. Candidates also described Ostia as it would have appeared in the First Century AD and there was great reference to sources.
- (d) Well handled by the majority of candidates who were once again well prepared for this question. Candidates basically worked their way down the social pyramid looking at the princeps, senatorial aristocracy, equites, plebeians, freedmen and slaves. Some candidates then looked at the social set up of the Roman family. Once again there was a great deal of reference to sources.
- (e) Without a doubt the best-handled question. Candidates wrote about the Circus, Amphitheatre, Baths, Forum, wealthy dinner parties, theatres, and discussed their importance and purpose in great detail. There was good reference to both primary and secondary sources.

Section III – Historical Periods

A. EGYPT and NEAR EAST

Better responses were characterized by detailed information, sustained argument, and ability to make detailed and accurate judgements or assessments supported by relevant primary and secondary sources. Weaker responses were characterized by the presentation of descriptive narrative with limited detail and the absence of source material.

General advice to teachers about Section III:

- Emphasise the meaning and application of the BOS Glossary of Terms.
- Distinguish between the different expectations of ‘Assess’, ‘Explain’, ‘Account for’ and ‘Discuss’.
- Target concepts of Change and Continuity when dealing with and teaching Historical Periods.
- Highlight debates, problems and issues relevant to each Historical Period.

EGYPT

Questions 26(b), 28(b) and 29(a) were the most commonly answered Egyptian questions.

Question 26(b)

Better responses presented a comprehensive range of reasons for the decline of the Old Kingdom including religious, political, economic, geographic and social issues. These responses were clearly able to ‘account for’ the decline of the Old Kingdom in their argument and presented a range of evidence in support of their claims. Weaker responses gave detailed narratives on the development of the pyramid and the consequent drain on resources and reflection of the declining power of the pharaoh. The weakest responses focused on building programs of the III and IV dynasties with little regard to question asked.

Question 28(b)

Better responses used archaeological and written evidence to support logical and sustained argument. These responses identified the reasons for the emergence of the warrior pharaoh image and how the range of kings used the image and the changes that occurred to it over time. Weaker responses consisted (often in some detail) of how the various kings lived up to the warrior pharaoh image and gave a narrative of the campaigns of the kings. They did not assess the significance and sometimes had difficulty understanding the concept of the image of the warrior pharaoh and concentrated on the idea of constant campaigns. They were also limited in the number of examples used and the evidence presented.

Question 29(a)

Both positive and negative assessments featured in the better responses to this question. Responses showed a broad range of knowledge well supported by both primary and secondary evidence. The concepts of both change and continuity were argued with extensive reference particularly to the divergent secondary source opinions available on this king. Weaker responses tended to list the successes of Amenhotep III with no assessment of the significance of the reign and were often

significantly lacking in specific details. The very weakest responses confused Amenhotep III with Amenhotep IV/Akhenaten.

NEAR EAST

Persia proved the most popular of the Near Eastern Questions. There was a marked decline in responses for Assyria and Israel compared to last year.

The most popular questions for this section were 32(a) and 33(b)

Question 32(a)

Answers in this section were generally very strong. The best responses considered a range of reasons for the division starting with the biblical reasons and moved on to social, geographic, religious and economic considerations supported by discussion of both the archaeological and the secondary source discussion of the question. They also included a longer time period to cover the events that consolidated the separation. Weaker responses limited themselves to a retelling of the biblical account albeit sometimes in extensive detail.

Question 33(b)

Better responses gave a full range of reasons for the fall of the Persian Empire. Detailed knowledge was presented in a well-structured answer and was supported by a comprehensive range of sources both primary and secondary. Weaker responses presented descriptive narration of weaknesses within the Persian Empire without relating them to the question asked. The very weakest responses presented creative writing pieces (mainly based on Darius) with limited use of historical terms or concepts.

B. GREEK and ROMAN

Questions 35(a), 41 (a) and 42(a) were the most commonly attempted questions in this section.

Question 35(a)

Better responses demonstrated a clear understanding of the requirements of the question and in particular, the BOS glossary of terms. These responses sought not only to identify the reasons for the Greeks' victory over the Persians but also to comment on the significance of these reasons, relative to each other in the light of evidence drawn from both primary and secondary sources.

Weaker responses consisted of (often very detailed) narratives of the events from 480 to 479 B.C. with no attempt to assess the reasons for Greek victory.

Question 41(a)

A balanced explanation for the rise and impact of prominent generals in the period was illustrated by the better responses to this question. These responses demonstrated a clear understanding of a variety of factors which were responsible and accounted for outstanding careers of the individuals selected for examination. They also accounted for the consequences of these careers during the Late Republic. The strongest responses included a consideration of the role of the Senate, the competitive nature of Roman politics and the impact of the growing Roman Empire.

Weaker responses dealt excessively with the biographical approach and the circumstances surrounding the formation of the First Triumvirate. Few of these attempted to cover the specified period.

Question 42(a)

Good responses distinguished ‘reforms’ from ‘policies’ and demonstrated a solid understanding of the concepts of change and continuity. As part of their assessment, these particular responses also incorporated a consideration of Augustus’ aims to argue for the success or failures of his reforms or policies. These responses also made effective use of primary and secondary sources.

Weaker responses failed to deconstruct the question and did not distinguish between reforms and policies. They provided a narrative with little or no attention to assessment. In some cases a judgement was made but not supported by detailed analysis.

Section IV – Additional Historical Periods or Additional Ancient Society

Additional Historical Periods

The most popular choices in this section were Questions 47(a), Question 47(b), Question 48 (a), Question 52 (a) and Question 52 (b).

Egyptian Historical Periods

Question 47(b)

This question proved to be the most popular with candidates. The best responses cited the most prominent kings (pharaohs) of the period specified and referred to the most prominent building programs, explaining their political significance. These responses linked the religious element (Amun cult and other deities) to the political basis of building and the nature of Egyptian kingship and the image of the ‘warrior pharaoh’. These responses were highlighted by an extensive array of archaeological evidence.

Near East Historical Periods

Question 52(b)

The question proved to be the second most popular choice. The best responses were able to give a very detailed explanation of the administrative structure and management of the Persian Empire. Kings such as Cyrus II, Darius and Xerxes were referred to, as were their respective innovations and policies of administration.

Extensive reference to written and archaeological evidence also emerged, along with a sophisticated understanding of the satrapal system and the military organisation.

Greek and Roman Historical Periods

Some candidates are still unable to discern the differences between ancient sources, academic scholarship and authors of textbooks, grouping them together and giving them equal credence.

In the Greek Section, Question 54(a) was clearly the choice most attempted while in the Roman Section, Question 60(a) and Question 61 were the most popular.

Greek Historical Periods:

Question 54(a)

By far, the most popular choice was Question 54(a) on the transformation of the Delian League into an Athenian Empire.

The best responses had a detailed knowledge of the period, an extremely competent handling of the sources and addressed the imperative of the question.

Weaker responses presented relevant material but were unable to deal with directives such as ‘assess’ and ‘account for’. Frequently, the narrative was detailed and not linked directly to the imperative.

Roman Historical Periods:

Question 60(a)

By far the most popular question in the Roman section of the Additional Historical Periods was 60(a) on the First Triumvirate. Although many responses used a wide body of knowledge and demonstrated a sound understanding of the combination and constituents of the Triumvirate, few responses demonstrated the ability to ‘account for’ the formation and breakdown of the First Triumvirate.

The best responses followed a logical sequence of events and addressed the issues.

Weaker responses were often confused as to what was a source and what was a modern textbook. Textbook authors were often quoted as historical sources.

On the whole however, the Roman section – particularly 60(a) - was quite well attempted.

Additional Ancient Society

Egypt And the Near East

The most popular choices in this section were questions 64(a), 64(b), 66(a), 66(b) and 69(b).

Egyptian Societies

Question 66(a)

This question was the most popular. The best responses fully explained the various roles of a New Kingdom king (pharaoh) during the Ramesside period and cited relevant evidence that referred to the political, religious, administrative and military roles of the various kings.

The poorer responses chose to substitute information from the 18th Dynasty, mainly with reference to Hatshepsut and Thutmose III.

Near Eastern Societies

Question 69(a)

This question proved to be the second most popular choice. Many could freely explain the various roles of the Persian kings in the period stated and provided excellent written and archaeological evidence. The very best responses displayed an excellent understanding of Persian kingship, its religious links and the roles of the Persian kings in the wider sphere of Persian imperial administration, military matters and Persian society.

The poorer responses tended to choose one king only and give a general description of the latter's policies or reforms. These responses displayed no real understanding of the term 'explain' and the main roles of a Persian king.

Greece and Rome

Greek Societies

The most popular question was Question 72 – Spartan Society to the Battle of Leuctra. The approximate break up was as follows: Spartan Society 65%, Minoan Society 25%, Mycenaean Society 7% and Athenian Society 3%.

There were slightly fewer scripts in the Society options in Section IV this year. It is also noted that there was an increase in the number answering both alternatives in Question 73 which focused on the Delian League and Pericles rather than on trade, industry and religion.

Question 70

Minoan Society was the best-answered question in Greek Societies. Most responses did (a) describing the main features of religion. Many responded using archaeological evidence and explained what it meant. It was clear that many were familiar with modern scholars and the very best answers were able to offer a critique of these views.

In (b) those answering had a good knowledge of occupations, and importantly, gave evidence to support what was being said.

Question 71

Mycenaean Society was done by a small number of candidates. The responses between (a) and (b) were almost equal in number. Most answers were able, through use of archaeological evidence, to explain the importance of warriors and warfare, or what was the basis of trade and the importance of industry. Most responses also discussed modern views and how they supported the material they were presenting.

Question 72

Spartan Society was the most popular question. At least 75% of answers were on (a), which asked for an explanation for the reasons for the Spartan military way of life. This question was not done particularly well by many candidates. The two weaknesses were the failure ‘to explain the reasons...’ and ‘to use relevant sources to support your answer’. Most answers told of the birth and examination of Spartiate boys, their training from age 7, the forces brought to bear on the men by women and the restrictive nature of life in Sparta. Not enough responses showed the influence of the Dorian invasions into the Peloponnese, the rising population, initial defeats in battle, the response from Lycurgus and the danger from helots after the Messenian War, given the Spartan decision to maintain the defeated as a subject race, as the explanation of what followed.

Those who did (b) fared better having a good knowledge of religion. The festivals were discussed; mention was made of the sanctuaries to the Olympian deities as well as the role of religious functionaries and kings. Sources were used as well as supported by modern scholars.

Question 73

Very few responses did Athenian Society. There were a few good answers but the majority seemed ill prepared. Some even wrote on topics not related to the questions asked. In (a) answers needed to be about the types of occupation of men, women, ‘metics’ and slaves. They also needed to differentiate which women worked and why. Evidence was available from sources, terracotta and pottery as well as modern views on what work was done.

A very small number did (b). Again this was not well done by most. They needed to raise the value of myths surrounding Athena and Theseus, to cover the festivals, particularly the *Panathenaia* and *Dionysia*. The cults and sanctuaries of Eleusis and the Acropolis needed to be raised, with some mention of priests, priestesses and the death and burial customs of Athens.

Many responses in Questions 71(a) and 72 (a) failed to accept the direction ‘to explain’. To merely tell a story without showing why these actions occurred did not satisfy requirements. Candidates need to realise that relevant sources must be used. It is not enough, either, to mention names of classical authors; they must cite text that is supporting the assertions made in answering the question.

Roman Societies

Fewer responses attempted a Roman society question in this section than in the past. Weaker responses merely narrated events of the reign of Augustus and, to a lesser extent, the Julio-Claudians. Better responses had a detailed understanding of the issues raised in the question, argued a strong point of view and made extensive reference to both ancient and modern sources.

Question 74(a)

Responses who attempted this question had little idea of the composition and organisation of the Roman military and wrote mainly about the actions of generals such as Pompey and Julius Caesar. The better responses made reference to the differences between legionaries and auxiliaries, the training and weapons used and the different command levels within the military.

Question 75(a)

This was a popular choice, although there was confusion about what constituted the imperial bureaucracy. Some responses believed the bureaucracy was the Praetorian Guard; others wrote about the Imperial freedmen of Claudius' reign as if that was when the imperial bureaucracy began. Others wrote in very general terms about freedmen and how they gained their freedom. Few referred to the role of the procurators in the imperial provinces.

Better responses explained how the struggle between the Senate and the Equestrians led Augustus to create a loyal bureaucracy and showed how the role of the imperial freedman changed from Augustus to Titus.

Question 75(b)

Responses to this question varied greatly. A large number of responses merely described Augustus' military reforms while others wrote about the importance of the military in helping the emperor maintain power. Better responses made use of both written and archaeological evidence to show how pay and conditions were important in the Roman economy.

These responses also discussed the role of the military in defending the borders of the Empire, in completing public works and in the Romanisation of the Provinces.

Ancient History

2002 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1 (a)	5	Egypt – Hatshepsut	H1.1
1 (b)	10	Egypt – Hatshepsut	H1.1, H4.1
1 (c)	10	Egypt – Hatshepsut	H1.1, H2.2, H4.1, H4.2
2 (a)	5	Egypt – Akhenaten	H1.1
2 (b)	10	Egypt – Akhenaten	H1.1, H4.1
2 (c)	10	Egypt – Akhenaten	H1.1, H2.2, H4.1, H4.2
3 (a)	5	Egypt – Ramesses II	H1.1
3 (b)	10	Egypt – Ramesses II	H1.1, H4.1
3 (c)	10	Egypt – Ramesses II	H1.1, H2.2, H4.1, H4.2
4 (a)	5	Near East – Sennacherib	H1.1
4 (b)	10	Near East – Sennacherib	H1.1, H4.1
4 (c)	10	Near East – Sennacherib	H1.1, H2.2, H4.1, H4.2
5 (a)	5	Near East – Jezebel	H1.1
5 (b)	10	Near East – Jezebel	H1.1, H4.1
5 (c)	10	Near East – Jezebel	H1.1, H2.2, H4.1, H4.2
6 (a)	5	Near East – Xerxes	H1.1
6 (b)	10	Near East – Xerxes	H1.1, H4.1
6 (c)	10	Near East – Xerxes	H1.1, H2.2, H4.1, H4.2
7 (a)	5	Greece – Pericles	H1.1
7 (b)	10	Greece – Pericles	H1.1, H4.1
7 (c)	10	Greece – Pericles	H1.1, H2.2, H4.1, H4.2
8 (a)	5	Greece – Alexander the Great	H1.1
8 (b)	10	Greece – Alexander the Great	H1.1, H4.1
8 (c)	10	Greece – Alexander the Great	H1.1, H2.2, H4.1, H4.2
9 (a)	5	Greece – Cleopatra VII	H1.1
9 (b)	10	Greece – Cleopatra VII	H1.1, H4.1
9 (c)	10	Greece – Cleopatra VII	H1.1, H2.2, H4.1, H4.2
10 (a)	5	Rome – Scipio Africanus	H1.1
10 (b)	10	Rome – Scipio Africanus	H1.1, H4.1
10 (c)	10	Rome – Scipio Africanus	H1.1, H2.2, H4.1, H4.2
11 (a)	5	Rome – Julius Caesar	H1.1
11 (b)	10	Rome – Julius Caesar	H1.1, H4.1
11 (c)	10	Rome – Julius Caesar	H1.1, H2.2, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
12 (a)	5	Rome – Agrippina the Younger	H1.1
12 (b)	10	Rome – Agrippina the Younger	H1.1, H4.1
12 (c)	10	Rome – Agrippina the Younger	H1.1, H2.2, H4.1, H4.2
13 (a)	2	Old Kingdom Egypt	H1.2, H3.1
13 (b)	2	Old Kingdom Egypt	H1.2, H3.1
13 (c)	5	Old Kingdom Egypt	H1.2, H3.1
13 (d)	6	Old Kingdom Egypt	H1.2, H3.1
13 (e)	10	Old Kingdom Egypt	H1.2, 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
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	Society in Israel	H1.2, H3.1
17 (b)	2	Society in Israel	H1.2, H3.1
17 (c)	5	Society in Israel	H1.2, H3.1
17 (d)	6	Society in Israel	H1.2, H3.1
17 (e)	10	Society in Israel	H1.2, 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, H4.2

Question	Marks	Content	Syllabus outcomes
19 (a)	2	Minoan Society	H1.2, H3.1
19 (b)	2	Minoan Society	H1.2, H3.1
19 (c)	5	Minoan Society	H1.2, H3.1
19 (d)	6	Minoan Society	H1.2, H3.1
19 (e)	10	Minoan Society	H1.2, 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

Question	Marks	Content	Syllabus outcomes
25 (d)	6	Roman Soc. in 4 th Cent AD	H1.2, H3.1
25 (e)	10	Roman Soc. in 4 th Cent AD	H1.2, H4.2
26 (a)	25	Old Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
26 (b)	25	Old Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
27 (a)	25	Middle Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
27 (b)	25	Middle Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
28 (a)	25	New Kingdom Egypt to Thutmosis IV	H1.1, H2.1, H3.1, H4.2, H6.1
28 (b)	25	New Kingdom Egypt to Thutmosis IV	H1.1, H2.1, H3.1, H4.2, H6.1
29 (a)	25	New Kingdom Egypt – Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
29 (b)	25	New Kingdom Egypt – Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
30 (a)	25	Assyria – Tig-Pil I to Tig-Pil III	H1.1, H2.1, H3.1, H4.2, H6.1
30 (b)	25	Assyria – Tig-Pil I to Tig-Pil III	H1.1, H2.1, H3.1, H4.2, H6.1
31 (a)	25	Assyria – Sargon II to Fall of Assyria	H1.1, H2.1, H3.1, H4.2, H6.1
31 (b)	25	Assyria – Sargon II to Fall of Assyria	H1.1, H2.1, H3.1, H4.2, H6.1
32 (a)	25	Israel & Judah	H1.1, H2.1, H3.1, H4.2, H6.1
32 (b)	25	Israel & Judah	H1.1, H2.1, H3.1, H4.2, H6.1
33 (a)	25	Persia – Cyrus II to Darius III	H1.1, H2.1, H3.1, H4.2, H6.1
33 (b)	25	Persia – Cyrus II to Darius III	H1.1, H2.1, H3.1, H4.2, H6.1
34 (a)	25	Greek World 800 – 500 BC	H1.1, H2.1, H3.1, H4.2, H6.1
34 (b)	25	Greek World 800 – 500 BC	H1.1, H2.1, H3.1, H4.2, H6.1
35 (a)	25	Greek World 500 – 440 BC	H1.1, H2.1, H3.1, H4.2, H6.1
35 (b)	25	Greek World 500 – 440 BC	H1.1, H2.1, H3.1, H4.2, H6.1
36 (a)	25	Greek World 446 – 399 BC	H1.1, H2.1, H3.1, H4.2, H6.1
36 (b)	25	Greek World 446 – 399 BC	H1.1, H2.1, H3.1, H4.2, H6.1
37 (a)	25	4 th Cent. Greece	H1.1, H2.1, H3.1, H4.2, H6.1
37 (b)	25	4 th Cent. Greece	H1.1, H2.1, H3.1, H4.2, H6.1
38 (a)	25	Hellenistic Period	H1.1, H2.1, H3.1, H4.2, H6.1
38 (b)	25	Hellenistic Period	H1.1, H2.1, H3.1, H4.2, H6.1
39 (a)	25	Rome's Wars of Expansion	H1.1, H2.1, H3.1, H4.2, H6.1
39 (b)	25	Rome's Wars of Expansion	H1.1, H2.1, H3.1, H4.2, H6.1
40 (a)	25	Political Revolution in Rome	H1.1, H2.1, H3.1, H4.2, H6.1
40 (b)	25	Political Revolution in Rome	H1.1, H2.1, H3.1, H4.2, H6.1
41 (a)	25	Fall of Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1

Question	Marks	Content	Syllabus outcomes
41 (b)	25	Fall of Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
42 (a)	25	Augustus & Julio–Claudians	H1.1, H2.1, H3.1, H4.2, H6.1
42 (b)	25	Augustus & Julio–Claudians	H1.1, H2.1, H3.1, H4.2, H6.1
43 (a)	25	Roman Empire AD 68 – 235	H1.1, H2.1, H3.1, H4.2, H6.1
43 (b)	25	Roman Empire AD 68 – 235	H1.1, H2.1, H3.1, H4.2, H6.1
44 (a)	25	Roman Empire AD 235 – 410	H1.1, H2.1, H3.1, H4.2, H6.1
44 (b)	25	Roman Empire AD 235 – 410	H1.1, H2.1, H3.1, H4.2, H6.1
45 (a)	25	Old Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
45 (b)	25	Old Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
46 (a)	25	Middle Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
46 (b)	25	Middle Kingdom Egypt	H1.1, H2.1, H3.1, H4.2, H6.1
47 (a)	25	New Kingdom Egypt to Thutmosis IV	H1.1, H2.1, H3.1, H4.2, H6.1
47 (b)	25	New Kingdom Egypt to Thutmosis IV	H1.1, H2.1, H3.1, H4.2, H6.1
48 (a)	25	New Kingdom Egypt – Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
48 (b)	25	New Kingdom Egypt – Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
49 (a)	25	Assyria – Tig-Pil I to Tig-Pil III	H1.1, H2.1, H3.1, H4.2, H6.1
49 (b)	25	Assyria – Tig-Pil I to Tig-Pil III	H1.1, H2.1, H3.1, H4.2, H6.1
50 (a)	25	Assyria – Sargon II to Fall of Assyria	H1.1, H2.1, H3.1, H4.2, H6.1
50 (b)	25	Assyria – Sargon II to Fall of Assyria	H1.1, H2.1, H3.1, H4.2, H6.1
51 (a)	25	Israel & Judah	H1.1, H2.1, H3.1, H4.2, H6.1
51 (b)	25	Israel & Judah	H1.1, H2.1, H3.1, H4.2, H6.1
52 (a)	25	Persia – Cyrus II to Darius III	H1.1, H2.1, H3.1, H4.2, H6.1
52 (b)	25	Persia – Cyrus II to Darius III	H1.1, H2.1, H3.1, H4.2, H6.1
53 (a)	25	Greek World 800 – 500 BC	H1.1, H2.1, H3.1, H4.2, H6.1
53 (b)	25	Greek World 800 – 500 BC	H1.1, H2.1, H3.1, H4.2, H6.1
54 (a)	25	Greek World 500 – 440 BC	H1.1, H2.1, H3.1, H4.2, H6.1
54 (b)	25	Greek World 500 – 440 BC	H1.1, H2.1, H3.1, H4.2, H6.1
55 (a)	25	Greek World 446 – 399 BC	H1.1, H2.1, H3.1, H4.2, H6.1
55 (b)	25	Greek World 446 – 399 BC	H1.1, H2.1, H3.1, H4.2, H6.1
56 (a)	25	4 th Cent. Greece	H1.1, H2.1, H3.1, H4.2, H6.1
56 (b)	25	4 th Cent. Greece	H1.1, H2.1, H3.1, H4.2, H6.1
57 (a)	25	Hellenistic Period	H1.1, H2.1, H3.1, H4.2, H6.1
57 (b)	25	Hellenistic Period	H1.1, H2.1, H3.1, H4.2, H6.1

Question	Marks	Content	Syllabus outcomes
58 (a)	25	Rome's Wars of Expansion	H1.1, H2.1, H3.1, H4.2, H6.1
58 (b)	25	Rome's Wars of Expansion	H1.1, H2.1, H3.1, H4.2, H6.1
59 (a)	25	Political Revolution in Rome	H1.1, H2.1, H3.1, H4.2, H6.1
59 (b)	25	Political Revolution in Rome	H1.1, H2.1, H3.1, H4.2, H6.1
60 (a)	25	Fall of Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
60 (b)	25	Fall of Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
61 (a)	25	Augustus & Julio–Claudians	H1.1, H2.1, H3.1, H4.2, H6.1
61 (b)	25	Augustus & Julio–Claudians	H1.1, H2.1, H3.1, H4.2, H6.1
62 (a)	25	Roman Empire AD 68 – 235	H1.1, H2.1, H3.1, H4.2, H6.1
62 (b)	25	Roman Empire AD 68 – 235	H1.1, H2.1, H3.1, H4.2, H6.1
63 (a)	25	Roman Empire AD 235 – 410	H1.1, H2.1, H3.1, H4.2, H6.1
63 (b)	25	Roman Empire AD 235 – 410	H1.1, H2.1, H3.1, H4.2, H6.1
64 (a)	25	Old Kingdom Egypt	H1.2, H3.1, H4.2, H6.1
64 (b)	25	Old Kingdom Egypt	H1.2, H3.1, H4.2, H6.1
65 (a)	25	Middle Kingdom Egypt	H1.2, H3.1, H4.2, H6.1
65 (b)	25	Middle Kingdom Egypt	H1.2, H3.1, H4.2, H6.1
66 (a)	25	New Kingdom Egypt	H1.2, H3.1, H4.2, H6.1
66 (b)	25	New Kingdom Egypt	H1.2, H3.1, H4.2, H6.1
67 (a)	25	Assyrian Society	H1.2, H3.1, H4.2, H6.1
67 (b)	25	Assyrian Society	H1.2, H3.1, H4.2, H6.1
68 (a)	25	Society in Israel	H1.2, H3.1, H4.2, H6.1
68 (b)	25	Society in Israel	H1.2, H3.1, H4.2, H6.1
69 (a)	25	Society in Persia	H1.2, H3.1, H4.2, H6.1
69 (b)	25	Society in Persia	H1.2, H3.1, H4.2, H6.1
70 (a)	25	Minoan Society	H1.2, H3.1, H4.2, H6.1
70 (b)	25	Minoan Society	H1.2, H3.1, H4.2, H6.1
71 (a)	25	Mycenaean Society	H1.2, H3.1, H4.2, H6.1
71 (b)	25	Mycenaean Society	H1.2, H3.1, H4.2, H6.1
72 (a)	25	Spartan Society	H1.2, H3.1, H4.2, H6.1
72 (b)	25	Spartan Society	H1.2, H3.1, H4.2, H6.1
73 (a)	25	Athenian Society	H1.2, H3.1, H4.2, H6.1
73 (b)	25	Athenian Society	H1.2, H3.1, H4.2, H6.1
74 (a)	25	Roman Society in Time of Cicero	H1.2, H3.1, H4.2, H6.1

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

2002 HSC Ancient History Marking Guidelines

Section I – Personalities in their times

Option A – Egypt: Hatshepsut

Question 1 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed and accurate description of the family background of Hatshepsut	4–5
• Provides a description of the family background of Hatshepsut	2–3
• Provides a simple description of the family background of Hatshepsut	1

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

Criteria	Marks
• Provides a detailed explanation of the purpose and extent of Hatshepsut's building program	8–10
• Provides an explanation of the purpose and extent of Hatshepsut's building program	6–7
• Able to give a description of Hatshepsut's building program	4–5
• Provides a few points about Hatshepsut's building program	2–3
• Makes one relevant point about Hatshepsut's building program	1

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

Criteria	Marks
• Provides a detailed and coherent evaluation of Hatshepsut's personality and her achievements • Shows detailed knowledge of sources, ancient and/or modern, and may integrate sources into evaluation	8–10
• Provides a coherent evaluation of Hatshepsut's personality and her achievements • Shows some knowledge of sources, ancient and/or modern	6–7
• Provides a general description of the interpretations of Hatshepsut • May mention some sources	4–5
• Provides some description of the interpretations of Hatshepsut	2–3
• Makes one relevant point about the interpretations of Hatshepsut	1

Option B – Egypt: Akhenaten

Question 2 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed and accurate description of the role of Akhenaten as king (pharaoh)	4–5
• Provides a description of the role of Akhenaten as king (pharaoh)	2–3
• Provides a simple description of the role of Akhenaten as king (pharaoh)	1

Question 2 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of the purpose and extent of Akhenaten's building program	8–10
• Provides an explanation of the purpose and extent of Akhenaten's building program	6–7
• Able to give a description of Akhenaten's building program	4–5
• Provides a few points about Akhenaten's building program	2–3
• Makes one relevant point about Akhenaten's building program	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent evaluation of Akhenaten's personality and his achievements• Shows detailed knowledge of sources, ancient and/or modern, and may integrate sources into evaluation	8–10
<ul style="list-style-type: none">• Provides a coherent evaluation of Akhenaten's personality and his achievements• Shows some knowledge of sources, ancient and/or modern	6–7
<ul style="list-style-type: none">• Provides a general description of the interpretations of Akhenaten• May mention some sources	4–5
<ul style="list-style-type: none">• Provides some description of the interpretations of Akhenaten	2–3
<ul style="list-style-type: none">• Makes one relevant point about the interpretations of Akhenaten	1

Option C – Egypt: Ramesses II

Question 3 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed and accurate description of the role of Ramesses II as king (pharaoh)	4–5
• Provides a description of the role of Ramesses II as king (pharaoh)	2–3
• Provides a simple description of the role of Ramesses II as king (pharaoh)	1

Question 3 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of the purpose and extent of Ramesses II's building program	8–10
• Provides an explanation of the purpose and extent of Ramesses II's building program	6–7
• Able to give a description of Ramesses II's building program	4–5
• Provides a few points about Ramesses II's building program	2–3
• Makes one relevant point about Ramesses II's building program	1

Question 3 (c)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent evaluation of Ramesses II's personality and his achievements• Shows detailed knowledge of sources, ancient and/or modern, and may integrate sources into evaluation	8–10
<ul style="list-style-type: none">• Provides a coherent evaluation of Ramesses II's personality and his achievements• Shows some knowledge of sources, ancient and/or modern	6–7
<ul style="list-style-type: none">• Provides a general description of the interpretations of Ramesses II• May mention some sources	4–5
<ul style="list-style-type: none">• Provides some description of the interpretations of Ramesses II	2–3
<ul style="list-style-type: none">• Makes one relevant point about the interpretations of Ramesses II	1

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

Criteria	Marks
• Provides a detailed and accurate description of the family background and early career of Sennacherib	4–5
• Provides a description of the family background and early career of Sennacherib	2–3
• Provides a simple description of the family background and early career of Sennacherib	1

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

Criteria	Marks
• Provides a detailed explanation of the purpose and extent of Sennacherib's building program	8–10
• Provides an explanation of the purpose and extent of Sennacherib's building program	6–7
• Able to give a description of Sennacherib's building program	4–5
• Provides a few points about Sennacherib's building program	2–3
• Makes one relevant point about Sennacherib's building program	1

Question 4 (c)*Outcomes assessed: H1.1, H2.2, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent evaluation of Sennacherib's personality and his achievements• Shows detailed knowledge of sources, ancient and/or modern, and may integrate sources into evaluation	8–10
<ul style="list-style-type: none">• Provides a coherent evaluation of Sennacherib's personality and his achievements• Shows some knowledge of sources, ancient and/or modern	6–7
<ul style="list-style-type: none">• Provides a general description of the interpretations of Sennacherib• May mention some sources	4–5
<ul style="list-style-type: none">• Provides some description of the interpretations of Sennacherib	2–3
<ul style="list-style-type: none">• Makes one relevant point about the interpretations of Sennacherib	1

Option E – Near East: Jezebel

Question 5 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed and accurate description of the social position of Jezebel in Israelite society	4–5
• Provides a description of the social position of Jezebel in Israelite society	2–3
• Provides a simple description of the social position of Jezebel in Israelite society	1

Question 5 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of Jezebel's conflict with and persecution of Hebrew prophets	8–10
• Provides an explanation of Jezebel's conflict with and persecution of Hebrew prophets	6–7
• Able to give a description of Jezebel's conflict with and persecution of Hebrew prophets	4–5
• Provides a few points about Jezebel's conflict with and persecution of Hebrew prophets	2–3
• Makes one relevant point about Jezebel's conflict with and persecution of Hebrew prophets	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent evaluation of Jezebel's personality and her achievements• Shows detailed knowledge of sources, ancient and/or modern, and may integrate sources into evaluation	8–10
<ul style="list-style-type: none">• Provides a coherent evaluation of Jezebel's personality and her achievements• Shows some knowledge of sources, ancient and/or modern	6–7
<ul style="list-style-type: none">• Provides a general description of the interpretations of Jezebel• May mention some sources	4–5
<ul style="list-style-type: none">• Provides some description of the interpretations of Jezebel	2–3
<ul style="list-style-type: none">• Makes one relevant point about the interpretations of Jezebel	1

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

Criteria	Marks
• Provides a detailed and accurate description of Xerxes' family background and rise to power	4–5
• Provides a description of Xerxes' family background and rise to power	2–3
• Provides a simple description of Xerxes' family background and rise to power	1

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

Criteria	Marks
• Provides a detailed explanation of the purpose and extent of Xerxes' building program	8–10
• Provides an explanation of the purpose and extent of of Xerxes' building program	6–7
• Able to give a description of of Xerxes' building program	4–5
• Provides a few points about of Xerxes' building program	2–3
• Makes one relevant point about of Xerxes' building program	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent evaluation of Xerxes' personality and his achievements• Shows detailed knowledge of sources, ancient and/or modern, and may integrate sources into evaluation	8–10
<ul style="list-style-type: none">• Provides a coherent evaluation of Xerxes' personality and his achievements• Shows some knowledge of sources, ancient and/or modern	6–7
<ul style="list-style-type: none">• Provides a general description of the interpretations of Xerxes• May mention some sources	4–5
<ul style="list-style-type: none">• Provides some description of the interpretations of Xerxes	2–3
<ul style="list-style-type: none">• Makes one relevant point about the interpretations of Xerxes	1

Option G – Greece: Pericles

Question 7 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed and accurate description of the family background and education of Pericles	4–5
• Provides a description of the family background and education of Pericles	2–3
• Provides a simple description of the family background and education of Pericles	1

Question 7 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of the purpose and extent of Pericles' building program	8–10
• Provides an explanation of the purpose and extent of Pericles' building program	6–7
• Able to give a description of Pericles' building program	4–5
• Provides a few points about Pericles' building program	2–3
• Makes one relevant point about Pericles' building program	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent evaluation of Pericles' personality and his achievements• Shows detailed knowledge of sources, ancient and/or modern, and may integrate sources into evaluation	8–10
<ul style="list-style-type: none">• Provides a coherent evaluation of Pericles' personality and his achievements• Shows some knowledge of sources, ancient and/or modern	6–7
<ul style="list-style-type: none">• Provides a general description of the interpretations of Pericles• May mention some sources	4–5
<ul style="list-style-type: none">• Provides some description of the interpretations of Pericles	2–3
<ul style="list-style-type: none">• Makes one relevant point about the interpretations of Pericles	1

Option H – Greece: Alexander the Great

Question 8 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed and accurate description of the family background and education of Alexander the Great	4–5
• Provides a description of the family background and education of Alexander the Great	2–3
• Provides a simple description of the family background and education of Alexander the Great	1

Question 8 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of the reasons for the military achievements of Alexander the Great	8–10
• Provides an explanation of the reasons for the military achievements of Alexander the Great	6–7
• Able to give a description of the reasons for the military achievements of Alexander the Great	4–5
• Provides a few points about the reasons for the military achievements of Alexander the Great	2–3
• Makes one relevant point about the military achievements of Alexander the Great	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent evaluation of Alexander the Great's personality and his achievements• Shows detailed knowledge of sources, ancient and/or modern, and may integrate sources into evaluation	8–10
<ul style="list-style-type: none">• Provides a coherent evaluation of Alexander the Great's personality and his achievements• Shows some knowledge of sources, ancient and/or modern	6–7
<ul style="list-style-type: none">• Provides a general description of the interpretations of Alexander the Great• May mention some sources	4–5
<ul style="list-style-type: none">• Provides some description of the interpretations of Alexander the Great	2–3
<ul style="list-style-type: none">• Makes one relevant point about the interpretations of Alexander the Great	1

Option I – Greece: Cleopatra VII

Question 9 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed and accurate description of the family background of Cleopatra VII	4–5
• Provides a description of the family background of Cleopatra VII	2–3
• Provides a simple description of the family background of Cleopatra VII	1

Question 9 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of the significance of Cleopatra VII's relationship with Mark Antony	8–10
• Provides an explanation of the the significance of Cleopatra VII's relationship with Mark Antony	6–7
• Able to give a description of Cleopatra VII's relationship with Mark Antony	4–5
• Provides a few points about Cleopatra VII's relationship with Mark Antony	2–3
• Makes one relevant point about Cleopatra VII's relationship with Mark Antony	1

Question 9 (c)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent evaluation of Cleopatra VII's personality and her achievements• Shows detailed knowledge of sources, ancient and/or modern, and may integrate sources into evaluation	8–10
<ul style="list-style-type: none">• Provides a coherent evaluation of Cleopatra VII's personality and her achievements• Shows some knowledge of sources, ancient and/or modern	6–7
<ul style="list-style-type: none">• Provides a general description of the interpretations of Cleopatra VII• May mention some sources	4–5
<ul style="list-style-type: none">• Provides some description of the interpretations of Cleopatra VII	2–3
<ul style="list-style-type: none">• Makes one relevant point about the interpretations of Cleopatra VII	1

Option J – Rome: Scipio Africanus

Question 10 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed and accurate description of the family background of Scipio Africanus	4–5
• Provides a description of the family background of Scipio Africanus	2–3
• Provides a simple description of the family background of Scipio Africanus	1

Question 10 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of the role of Scipio Africanus in the Second Punic War	8–10
• Provides an explanation of the role of Scipio Africanus in the Second Punic War	6–7
• Able to give a description of the role of Scipio Africanus in the Second Punic War	4–5
• Provides a few points about the role of Scipio Africanus in the Second Punic War	2–3
• Makes one relevant point about the role of Scipio Africanus in the Second Punic War	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent evaluation of Scipio Africanus' personality and his achievements• Shows detailed knowledge of sources, ancient and/or modern, and may integrate sources into evaluation	8–10
<ul style="list-style-type: none">• Provides a coherent evaluation of Scipio Africanus' personality and his achievements• Shows some knowledge of sources, ancient and/or modern	6–7
<ul style="list-style-type: none">• Provides a general description of the interpretations of Scipio Africanus• May mention some sources	4–5
<ul style="list-style-type: none">• Provides some description of the interpretations of Scipio Africanus	2–3
<ul style="list-style-type: none">• Makes one relevant point about the interpretations of Scipio Africanus	1

Option K – Rome: Julius Caesar

Question 11 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed and accurate description of the family background of Julius Caesar	4–5
• Provides a description of the family background of Julius Caesar	2–3
• Provides a simple description of the family background of Julius Caesar	1

Question 11 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of the reasons for the military achievements of Julius Caesar	8–10
• Provides an explanation of the reasons for the military achievements of Julius Caesar	6–7
• Able to give a description of the reasons for the military achievements of Julius Caesar	4–5
• Provides a few points about the reasons for the military achievements of Julius Caesar	2–3
• Makes one relevant point about military achievements of Julius Caesar	1

Question 11 (c)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent evaluation of Julius Caesar's personality and his achievements• Shows detailed knowledge of sources, ancient and/or modern, and may integrate sources into evaluation	8–10
<ul style="list-style-type: none">• Provides a coherent evaluation of Julius Caesar's personality and his achievements• Shows some knowledge of sources, ancient and/or modern	6–7
<ul style="list-style-type: none">• Provides a general description of the interpretations of Julius Caesar• May mention some sources	4–5
<ul style="list-style-type: none">• Provides some description of the interpretations of Julius Caesar	2–3
<ul style="list-style-type: none">• Makes one relevant point about the interpretations of Julius Caesar	1

Option L – Rome: Agrippina the Younger

Question 12 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed and accurate description of the family background of Agrippina the Younger	4–5
• Provides a description of the family background of Agrippina the Younger	2–3
• Provides a simple description of the family background of Agrippina the Younger	1

Question 12 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed explanation of the significance of the relationship between Agrippina the Younger and Nero	8–10
• Provides an explanation of the significance of the relationship between Agrippina the Younger and Nero	6–7
• Able to give a description of the significance of the relationship between Agrippina the Younger and Nero	4–5
• Provides a few points about the significance of the relationship between Agrippina the Younger and Nero	2–3
• Makes one relevant point about the relationship between Agrippina the Younger and Nero	1

Question 12 (c)*Outcomes assessed: H1.1, H2.2, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent evaluation of Agrippina the Younger's personality and her achievements• Shows detailed knowledge of sources, ancient and/or modern, and may integrate sources into evaluation	8–10
<ul style="list-style-type: none">• Provides a coherent evaluation of Agrippina the Younger's personality and her achievements• Shows some knowledge of sources, ancient and/or modern	6–7
<ul style="list-style-type: none">• Provides a general description of the interpretations of Agrippina the Younger• May mention some sources	4–5
<ul style="list-style-type: none">• Provides some description of the interpretations of Agrippina the Younger	2–3
<ul style="list-style-type: none">• Makes one relevant point about the interpretations of Agrippina the Younger	1

Section II – Ancient Societies

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

Question 13 (a)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Names two Old Kingdom pyramid complexes	2
• Names one Old Kingdom pyramid complex	1

Question 13 (b)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides two roles of an Old Kingdom king	2
• Provides one role of an Old Kingdom king	1

Question 13 (c)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Gives a detailed description of the role of females in Old Kingdom society	4–5
• Provides a simple description of the role of females in Old Kingdom society	2–3
• Provides some knowledge of the role of females in Old Kingdom society	1

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

Criteria	Marks
• Provides a detailed outline of the social structures of Old Kingdom society	5–6
• Provides an outline of the social structure of Old Kingdom society	3–4
• Provides a simple outline of the social structure of Old Kingdom society	1–2

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

Criteria	Marks
• Provides a coherent and detailed explanation of the development of funerary customs and rituals in Old Kingdom Egypt • Refers to the source and other evidence	8–10
• Provides an explanation of the development of funerary customs and rituals in Old Kingdom Egypt • Refers to the source and other evidence	6–7
• Provides a limited explanation of development of funerary customs and rituals in Old Kingdom Egypt • Refers to the source	4–5
• Makes one or two relevant points about the development of funerary customs and rituals in Old Kingdom Egypt • Refers to the source	2–3
• Makes one relevant point about funerary customs and rituals in Old Kingdom Egypt	1

Option B – Egypt: Society in Middle Kingdom Egypt, Dynasties XI–XII**Question 14 (a)***Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Names two gods/goddesses worshipped in Middle Kingdom Egypt	2
• Names one god/goddess worshipped in Middle Kingdom Egypt	1

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

Criteria	Marks
• Names two roles of a Middle Kingdom king	2
• Names one role of a Middle Kingdom king	1

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

Criteria	Marks
• Gives a detailed description of the roles of the vizier in Middle Kingdom society	4–5
• Provides a simple description of the roles of the vizier in Middle Kingdom society	2–3
• Provides some knowledge of the roles of the vizier in Middle Kingdom society	1

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

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed outline of the main trading activities in Middle Kingdom Egypt	5–6
<ul style="list-style-type: none">Provides an outline of the main trading activities in Middle Kingdom Egypt	3–4
<ul style="list-style-type: none">Provides a simple outline of the main trading activities 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 significance of various occupations of ordinary people in Middle Kingdom societyRefers to the source and other evidence	8–10
<ul style="list-style-type: none">Provides an explanation of the significance of various occupations of ordinary people in Middle Kingdom societyRefers to the source and other evidence	6–7
<ul style="list-style-type: none">Provides a limited explanation of the significance of various occupations of ordinary people in Middle Kingdom societyRefers to the source	4–5
<ul style="list-style-type: none">Makes one or two relevant points about the occupations of ordinary people in Middle Kingdom societyRefers to the source	2–3
<ul style="list-style-type: none">Makes one relevant point about the occupations of ordinary people in Middle Kingdom society	1

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

Question 15 (a)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

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

Question 15 (b)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides two features of the New Kingdom economy	2
• Provides one feature of the new Kingdom economy	1

Question 15 (c)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Gives a detailed description of the roles of a New Kingdom queen	4–5
• Provides a simple description of the roles of a New Kingdom queen	2–3
• Provides some knowledge of the roles of a New Kingdom queen	1

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

Criteria	Marks
• Provides a detailed outline of the social structure of New Kingdom society	5–6
• Provides an outline of the social structure of New Kingdom society	3–4
• Provides a simple outline of the social structure of New Kingdom society	1–2

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

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

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

Question 16 (a)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Names two Assyrian gods/goddesses	2
• Names one Assyrian god/goddess	1

Question 16 (b)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides two roles played by diviners in Assyrian society	2
• Provides one role played by diviners in Assyrian society	1

Question 16 (c)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Gives a detailed description of the main features of Assyrian art	4–5
• Provides a simple description of the main features of Assyrian art	2–3
• Provides some knowledge of the main features of Assyrian art	1

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

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed outline of the treatment of captives and deportees in the Sargonid period	5–6
<ul style="list-style-type: none">Provides an outline of the treatment of captives and deportees in the Sargonid period	3–4
<ul style="list-style-type: none">Provides a simple outline of the treatment of captives and deportees in the Sargonid period	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 organisation of the military in the Sargonid periodRefers to the source and other evidence	8–10
<ul style="list-style-type: none">Provides an explanation of the organisation of the military in the Sargonid periodRefers to the source and other evidence	6–7
<ul style="list-style-type: none">Provides a limited explanation of the organisation of the military in the Sargonid periodRefers to the source	4–5
<ul style="list-style-type: none">Makes one or two relevant points about the organisation of the military in the Sargonid periodRefers to the source	2–3
<ul style="list-style-type: none">Makes one relevant point about the organisation of the military in the Sargonid period	1

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

Question 17 (a)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Names two kings of ancient Israel	2
• Names one king of ancient Israel	1

Question 17 (b)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Gives a sound definition of Ba'al worship	2
• Gives a simple definition of Ba'al worship	1

Question 17 (c)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Gives a detailed description of the main features of the Israelite economy	4–5
• Provides a simple description of the main features of the Israelite economy	2–3
• Provides some knowledge of the main features of the Israelite economy	1

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

Criteria	Marks
• Provides a detailed outline of the social structure of Israelite society	5–6
• Provides an outline of the social structure of Israelite society	3–4
• Provides a simple outline of the social structure of Israelite society	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 fortified palace settlements during this period • Refers to the source and other evidence	8–10
• Provides an explanation of the main features of fortified palace settlements during this period • Refers to the source and other evidence	6–7
• Provides a limited explanation of main features of fortified palace settlements during this period • Refers to the source	4–5
• Makes one or two relevant points about the main features of fortified palace settlements during this period • Refers to the source	2–3
• Makes one relevant point about main features of fortified palace settlements during this period	1

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

Criteria	Marks
• Names two capital cities of the Persian empire	2
• Names one capital city of the Persian empire	1

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

Criteria	Marks
• Gives a sound definition of ‘tribute’	2
• Gives a simple definition of ‘tribute’	1

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

Criteria	Marks
• Gives a detailed description of the system of roads that existed during this period	4–5
• Provides a simple description of the system of roads that existed during this period	2–3
• Provides some knowledge of the system of roads that existed during this period	1

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

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed outline of the structure of Persian government in this period	5–6
<ul style="list-style-type: none">Provides an outline of the structure of Persian government in this period	3–4
<ul style="list-style-type: none">Provides a simple outline of the structure of Persian government in this period	1–2

Question 18 (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 organisation of the Persian army during this periodRefers to the source and other evidence	8–10
<ul style="list-style-type: none">Provides an explanation of the organisation of the Persian army during this periodRefers to the source and other evidence	6–7
<ul style="list-style-type: none">Provides a limited explanation of the organisation of the Persian army during this periodRefers to the source	4–5
<ul style="list-style-type: none">Makes one or two relevant points about the organisation of the Persian army during this periodRefers to the source	2–3
<ul style="list-style-type: none">Makes one relevant point about the organisation of the Persian army during this period	1

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

Criteria	Marks
• Names two Minoan economic activities	2
• Names one Minoan economic activity	1

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

Criteria	Marks
• Provides two features of Minoan housing	2
• Provides one feature of Minoan housing	1

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

Criteria	Marks
• Gives a detailed description of the main features of Minoan frescoes	4–5
• Provides a simple description of the main features of Minoan frescoes	2–3
• Provides some knowledge of Minoan frescoes	1

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

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

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

Criteria	Marks
• Names two Mycenaean economic activities	2
• Names one Mycenaean economic activity	1

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

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

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

Criteria	Marks
• Gives a detailed description of the main features of Mycenaean art	4–5
• Provides a simple description of the main features of Mycenaean art	2–3
• Provides some knowledge of the main features of Mycenaean art	1

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

Criteria	Marks
• Provides a detailed outline of the main occupations in Mycenaean society	5–6
• Provides an outline of the main occupations in Mycenaean society	3–4
• Provides a simple outline of the main occupations in Mycenaean society	1–2

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

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

Option I – Greece: Spartan Society to the Battle of Leuctra 371 BC**Question 21 (a)***Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Names two geographical features of the region of Sparta	2
• Names one geographical feature of the region of Sparta	1

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

Criteria	Marks
• Names two roles of Spartan women	2
• Provides one role of Spartan women	1

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

Criteria	Marks
• Gives a detailed description of the role of the Krypteia in Spartan society	4–5
• Provides a simple description of the role of the Krypteia in Spartan society	2–3
• Provides some knowledge of the role of the Krypteia in Spartan society	1

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

Criteria	Marks
• Provides a detailed outline of the roles and privileges of Spartan kings	5–6
• Provides an outline of the roles and privileges of Spartan kings	3–4
• Provides a simple outline of the roles and privileges of Spartan kings	1–2

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

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

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

Criteria	Marks
• Names two gods/goddesses worshipped in Athens	2
• Names one god/goddess worshipped in Athens	1

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

Criteria	Marks
• Names two Athenian festivals	2
• Names one Athenian festival	1

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

Criteria	Marks
• Gives a detailed description of the role of women in society	4–5
• Provides a simple description of the role of women in society	2–3
• Provides some knowledge of the role of women in society	1

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

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed outline of the importance of the Agora in Athenian society	5–6
<ul style="list-style-type: none">Provides an outline of the importance of the Agora in Athenian society	3–4
<ul style="list-style-type: none">Provides a simple outline of the importance of the Agora in Athenian society	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 main features of Athenian governmentRefers to the source and other evidence	8–10
<ul style="list-style-type: none">Provides an explanation of the main features of Athenian governmentRefers to the source and other evidence	6–7
<ul style="list-style-type: none">Provides a limited explanation of the main features of Athenian governmentRefers to the source	4–5
<ul style="list-style-type: none">Makes one or two relevant points about the main features of Athenian governmentRefers to the source	2–3
<ul style="list-style-type: none">Makes one relevant point about the main features of Athenian government	1

Option K – Roman Society in the time of Cicero**Question 23 (a)***Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Names two gods/goddesses worshipped at this time	2
• Names one god/goddess worshipped at this time	1

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

Criteria	Marks
• Gives a sound definition of the term ‘pater familias’	2
• Gives a simple definition of the term ‘pater familias’	1

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

Criteria	Marks
• Gives a detailed description of Roman marriage customs	4–5
• Provides a simple description of Roman marriage customs	2–3
• Provides some knowledge of Roman knowledge customs	1

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

Criteria	Marks
• Provides a detailed outline of the role of the Roman forum	5–6
• Provides an outline of the role of the Roman forum	3–4
• Provides a simple outline of the role of the Roman forum	1–2

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

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

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

Question 24 (a)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Names two occupations in Roman society during this time	2
• Names one occupation in Roman society during this time	1

Question 24 (b)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Gives a sound definition of an ‘amphitheatre’	2
• Gives a simple definition of an ‘amphitheatre’	1

Question 24 (c)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Gives a detailed description of the importance of Ostia to Roman society	4–5
• Provides a simple description of Ostia to Roman society	2–3
• Provides some knowledge of Ostia to Roman society	1

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

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed description of the social structure of Roman society at this time	5–6
<ul style="list-style-type: none">Provides an outline of the social structure of Roman society at this time	3–4
<ul style="list-style-type: none">Provides a simple outline of the social structure of Roman society at this time	1–2

Question 24 (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 leisure activities in Roman society at this timeRefers to the source and other evidence	8–10
<ul style="list-style-type: none">Provides an explanation of the main features of leisure activities in Roman society at this timeRefers to the source and other evidence	6–7
<ul style="list-style-type: none">Provides a limited explanation of main features of leisure activities in Roman society at this timeRefers to the source	4–5
<ul style="list-style-type: none">Makes one or two relevant points about the main features of leisure activities in Roman society at this timeRefers to the source	2–3
<ul style="list-style-type: none">Makes one relevant point about main features of leisure activities in Roman society at this time	1

Option M – Rome: Roman society in the Fourth Century AD**Question 25 (a)***Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
• Names two Roman emperors in the fourth century AD	2
• Names one Roman emperor in the fourth century AD	1

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

Criteria	Marks
• Gives a sound definition of ‘polytheistic practices’	2
• Gives a simple definition of ‘polytheistic practices’	1

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

Criteria	Marks
• Gives a detailed description of the status of women in this time	4–5
• Provides a simple description of the status of women in this time	2–3
• Provides some knowledge of the status of women in this time	1

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

Criteria	Marks
• Provides a detailed outline of the problems with taxation during this time	5–6
• Provides an outline of the problems with taxation during this time	3–4
• Provides a simple outline of the problems with taxation during this time	1–2

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

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

Section III – Historical Periods

Questions 26 (a) 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 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"> • 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 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"> • 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 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"> • 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

Questions **26 (b)** **31 (b)** **32 (a)** **32 (b)** **33 (b)**
 39 (b) **40 (b)** **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, focusing 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 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 a detailed statement of a significant range of reasons, focusing on the relative significance of each of these as forces of change by individuals, groups, events and ideas • 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"> • Makes some attempt to provide a statement of a range of reasons, focusing on the relative significance of each of these as forces of change. Relies heavily on explanation rather than accounting for change or continuity • 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"> • 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 change or continuity • 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

Questions	27 (a)	29 (a)	33 (a)	35 (b)	38 (a)	42 (a)
	27 (b)	29 (b)	34 (a)	36 (b)	38 (b)	42 (b)
	28 (a)	30 (b)	34 (b)	37 (a)	40 (a)	43 (a)
	28 (b)	31 (a)	35 (a)	37 (b)	41 (b)	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 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"> Makes some detailed judgements 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 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"> 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 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"> 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

Questions 36 (a) 39 (a) 43 (b) 44 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> 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 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 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

Section IV – Additional Historical Periods/Ancient Societies

Questions	45 (a)	48 (b)	53 (b)	57 (a)	61 (a)
	45 (b)	49 (a)	55 (a)	57 (b)	62 (a)
	46 (a)	50 (a)	55 (b)	58 (a)	63 (a)
	48 (a)	52 (a)	56 (a)	59 (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 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"> Makes some detailed judgements 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 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"> 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 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"> 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

Questions	46 (b)	51 (a)	53 (a)	54 (b)	60 (a)	63 (b)
	50 (b)	51 (b)	54 (a)	59 (b)	60 (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, focusing 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 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 a detailed statement of a significant range of reasons, focusing on the relative significance of each of these as forces of change by individuals, groups, events and ideas • 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"> • 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 change or continuity • 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"> • 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 change or continuity • 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

Questions	47 (a)	52 (b)	61 (b)
	47 (b)	56 (b)	62 (b)
	49 (b)	58 (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 relationships between them, as forces of change and continuity during this period by individuals, groups, events and ideas 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 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

Questions	64 (a)	66 (a)	69 (a)	74 (b)
	65 (a)	67 (b)	71 (a)	75 (a)
	65 (b)	68 (b)	72 (a)	

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and accurate explanation of the relevant features of a society and makes the relationship between them evident 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 relevant features of a society and makes the relationship between them evident 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 relevant features of a society and makes the relationship between them evident 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 some explanation of the main features of a society and makes the relationship between them evident 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 an ancient society Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–5

Questions	66 (b)	70 (a)	73 (b)
	67 (a)	71 (b)	74 (a)
	69 (b)	72 (b)	76 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and accurate description of the relevant features and characteristics of a society Presents a sustained, logical and well-structured answer drawing on a clear identification of the relevant features and characteristics 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 description of the relevant features and characteristics of a 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 description of the relevant features and characteristics of a 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 limited description of the main features and characteristics of a society Presents a narration with some attempt to describe 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, limited description of an ancient society Presents a limited narration of features from the period with a limited use of historical terms/concepts 	1–5

Questions **64 (b)** **70 (b)** **75 (b)**
 68 (a) **73 (a)** **76 (a)**

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a detailed and accurate discussion of the relevant features and characteristics of a society • Presents a sustained, logical and well-structured answer drawing on a clear identification of the relevant features and characteristics 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 discussion of the relevant features and characteristics of a 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 discussion of the relevant features and characteristics of a 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 limited discussion of the main features and characteristics of a society • Presents a narration with some attempt to discuss 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 limited attempt to discuss an ancient society • Presents a limited narration of features from the period with a limited use of historical terms/concepts 	1–5