



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

2009 HSC Ancient History Marking Guidelines

Section I — Cities of Vesuvius – Pompeii and Herculaneum

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Names TWO architectural features from Source 1	2
• Names ONE architectural feature from Source 1	1

Question 1 (b)

Outcomes assessed: H3.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed, accurate description of features of baths in Herculaneum and Pompeii • Draws evidence from Source 2	4–5
• Provides an accurate description of some features of baths in Herculaneum and/or Pompeii • Refers to Source 2	2–3
• Describes one feature of baths in Herculaneum or Pompeii	1

Question 2*Outcomes assessed: H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive and accurate description of industries in Pompeii and Herculaneum• Integrates evidence from the sources provided and other sources• Provides a detailed, structured response using historical terms and concepts appropriately	7–8
<ul style="list-style-type: none">• Provides an accurate description of industries in Pompeii and Herculaneum• Draws some evidence from the sources provided and own knowledge• Provides a structured response using some historical terms and concepts	5–6
<ul style="list-style-type: none">• Provides some description of industries in Pompeii and/or Herculaneum• May refer to the sources provided• May use some historical terms	3–4
<ul style="list-style-type: none">• Makes one or two general points about industries in Pompeii or Herculaneum• May refer to the sources provided	1–2

Question 3*Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides an informed judgement about the extent of the influence of tourism on the managing of the sites of Pompeii and/or Herculaneum since the 1800s• Provides a detailed structured response using a range of relevant information from Pompeii and/or Herculaneum• Integrates information from Source 5 and own knowledge using appropriate terms and concepts	9–10
<ul style="list-style-type: none">• Provides a judgement about how tourism has influenced the managing of the sites of Pompeii and/or Herculaneum• Provides a structured response using relevant information from Pompeii and/or Herculaneum• Makes reference to Source 5 and own knowledge using appropriate historical terms and concepts	7–8
<ul style="list-style-type: none">• Provides some relevant information about the influence of tourism on managing the sites of Pompeii and/or Herculaneum• May refer to Source 5• Uses own knowledge and some historical terms	5–6
<ul style="list-style-type: none">• Provides some relevant information about the influence of tourism on the sites of Pompeii and/or Herculaneum• May mention Source 5• May use some historical terms	3–4
<ul style="list-style-type: none">• Makes one or two points about tourism at Pompeii and/or Herculaneum	1–2

Section II — Ancient Societies

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

Question 4 (a)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about <i>maat</i>	3
• Provides accurate information about <i>maat</i>	2
• Makes one relevant point about <i>maat</i>	1

Question 4 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides an accurate and detailed outline of the main features of wall reliefs in Old Kingdom Egypt	4
• Provides an accurate outline of the main features of wall relief in Old Kingdom Egypt	3
• Makes one or two relevant points about wall reliefs in Old Kingdom Egypt	1–2

Question 4 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about roles of women in Old Kingdom Egypt • Uses historical terms and concepts	5–6
• Provides accurate information about the roles of women in Old Kingdom Egypt • May use historical terms and concepts	3–4
• Makes one or two relevant points about women in Old Kingdom Egypt	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Gives an accurate and detailed explanation of the importance of Old Kingdom agriculture to the economy• Refers closely to the source and other evidence• Provides a well-structured and detailed response using a range of appropriate historical terms and concepts	11–12
<ul style="list-style-type: none">• Gives an accurate explanation of the importance of Old Kingdom agriculture to the economy• Refers to the source and other evidence• Provides a structured response using appropriate historical terms and concepts	9–10
<ul style="list-style-type: none">• Attempts to explain the nature and/or importance of Old Kingdom agriculture to the economy• Refers to the source and/or other evidence• Provides a structured response using some historical terms and concepts	6–8
<ul style="list-style-type: none">• Describes some features of Old Kingdom agriculture and/or the economy• May refer to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes one or two points about Old Kingdom agriculture or the economy	1–3

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

Question 5 (a)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about <i>maat</i>	3
• Provides accurate information about <i>maat</i>	2
• Makes one relevant point about <i>maat</i>	1

Question 5 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides an accurate and detailed outline of the main features of wall paintings in New Kingdom Egypt	4
• Provides an accurate outline of the main features of wall paintings New Kingdom Egypt	3
• Makes one or two relevant points about wall paintings in New Kingdom Egypt	1–2

Question 5 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about the roles of women in New Kingdom Egypt • Uses historical terms and concepts	5–6
• Provides accurate information about the roles of women in New Kingdom Egypt • May use historical terms and concepts	3–4
• Makes one or two relevant points about women in New Kingdom Egypt	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Gives an accurate and detailed explanation of the importance of agriculture to the economy in this period• Refers closely to the source and other evidence• Provides a well-structured and detailed response using a range of appropriate historical terms and concepts	11–12
<ul style="list-style-type: none">• Gives an explanation of the importance of agriculture to the economy in this period• Refers to the source and other evidence• Provides a structured response using appropriate historical terms and concepts	9–10
<ul style="list-style-type: none">• Attempts to explain the importance of agriculture to the economy in this period• Refers to the source and/or other evidence• Provides a structured response using some historical terms and concepts	6–8
<ul style="list-style-type: none">• Describes some features of agriculture and/or the economy in this period• May refer to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes one or two points about agriculture or the economy in this period	1–3

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

Question 6 (a)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about <i>maat</i>	3
• Provides accurate information about <i>maat</i>	2
• Makes one relevant point about <i>maat</i>	1

Question 6 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides an accurate and detailed outline of the main features of sculpture in the Ramesside Period	4
• Provides an accurate outline of the main features of sculpture in the Ramesside Period	3
• Makes one or two relevant points about sculpture in the Ramesside Period	1–2

Question 6 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about the roles of women during the Ramesside Period • Uses historical terms and concepts	5–6
• Provides accurate information about the of roles of women during the Ramesside Period • May use historical terms and concepts	3–4
• Makes one or two relevant points about women in New Kingdom Egypt	1–2

Question 6 (d)*Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Gives an accurate and detailed explanation of the importance of the Nile to the economy in this period• Refers closely to the source and other evidence• Provides a well-structured and detailed response using a range of appropriate historical terms and concepts	11–12
<ul style="list-style-type: none">• Gives an accurate explanation of the importance of the Nile to the economy in this period• Refers to the source and other evidence• Provides a structured response using appropriate historical terms and concepts	9–10
<ul style="list-style-type: none">• Attempts to explain the importance of the Nile to the economy in this period• Refers to the source and/or other evidence• Provides a structured response using some historical terms and concepts	6–8
<ul style="list-style-type: none">• Describes some features of the Nile and/or the economy in this period• May refer to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes one or two points about the Nile or the economy in this period	1–3

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

Question 7 (a)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about a ziggurat	3
• Provides accurate information about a ziggurat	2
• Makes one relevant point about a ziggurat	1

Question 7 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides an accurate and detailed outline of the role of governors and provincial administrators in Assyria	4
• Provides an accurate outline of the role of governors and/or provincial administrators in Assyria	3
• Makes one or two relevant points about governors and/or provincial administrators in Assyria	1–2

Question 7 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about the main features of Assyrian wall decorations • Uses historical terms and concepts	5–6
• Provides accurate information about the main features of Assyrian wall decorations • May use historical terms and concepts	3–4
• Makes one or two relevant points about Assyrian wall decorations	1–2

Question 7 (d)*Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Gives an accurate and detailed explanation of the role of the king in Assyrian society• Refers closely to the source and other evidence• Provides a well-structured and detailed response using a range of appropriate historical terms and concepts	11–12
<ul style="list-style-type: none">• Gives an accurate explanation of the role of the king in Assyrian society• Refers to the source and other evidence• Provides a structured response using appropriate historical terms and concepts	9–10
<ul style="list-style-type: none">• Attempts to explain the role of the king in Assyrian society• Refers to the source and/or other evidence• Provides a structured response using some historical terms and concepts	6–8
<ul style="list-style-type: none">• Describes some features of the king in Assyrian society• May refer to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes one or two points about the king in Assyrian society	1–3

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

Question 8 (a)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about Yahweh	3
• Provides accurate information about Yahweh	2
• Makes one relevant point about Yahweh	1

Question 8 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Provides an accurate and detailed outline of the role of the king in Israelite society	4
• Provides an accurate outline of the role of the king in Israelite society	3
• Makes one or two relevant points about the king in Israelite society	1–2

Question 8 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about the main features of the Israelite economy in this period • Uses historical terms and concepts	5–6
• Provides accurate information about the main features of the Israelite economy in this period • May use historical terms and concepts	3–4
• Makes one or two relevant points about the Israelite economy	1–2

Question 8 (d)*Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Gives an accurate and detailed explanation of the importance of Israelite religious places• Refers closely to the source and other evidence• Provides a well-structured and detailed response using a range of appropriate historical terms and concepts	11–12
<ul style="list-style-type: none">• Gives an accurate explanation of the importance of Israelite religious places• Refers to the source and other evidence• Provides a structured response using appropriate historical terms and concepts	9–10
<ul style="list-style-type: none">• Attempts to explain the importance of Israelite religious places• Refers to the source and/or other evidence• Provides a structured response using some historical terms and concepts	6–8
<ul style="list-style-type: none">• Describes some features of Israelite religious places• May refer to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes one or two points about Israelite religious places	1–3

Option F — The Near East: Persian society at the time of Darius and Xerxes**Question 9 (a)***Outcomes assessed: H1.1, H4.1***MARKING GUIDELINES**

Criteria	Marks
• Provides accurate and detailed information about Ahura–Mazda	3
• Provides accurate information about Ahura–Mazda	2
• Makes one relevant point about Ahura–Mazda	1

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

Criteria	Marks
• Provides an accurate and detailed outline of the roles of women in Persian society	4
• Provides an accurate outline of the roles of women in Persian society	3
• Makes one or two relevant points about women in Persian society	1–2

Question 9 (c)*Outcomes assessed: H1.1, H3.1, H4.1***MARKING GUIDELINES**

Criteria	Marks
• Provides accurate and detailed information about the main features of the Persian economy in this period • Uses historical terms and concepts	5–6
• Provides accurate information about the main features of the Persian economy in this period • May use historical terms and concepts	3–4
• Makes one or two relevant points about the Persian economy	1–2

Question 9 (d)*Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Gives an accurate and detailed explanation of the role of the Persian king in this period• Refers closely to the source and other evidence• Provides a well-structured and detailed response using a range of appropriate historical terms and concepts	11–12
<ul style="list-style-type: none">• Gives an accurate explanation of the role of the Persian king in this period• Refers to the source and other evidence• Provides a structured response using appropriate historical terms and concepts	9–10
<ul style="list-style-type: none">• Attempts to explain the significance of the role of the Persian king in this period• Refers to the source and/or other evidence• Provides a structured response using some historical terms and concepts	6–8
<ul style="list-style-type: none">• Describes some features of the Persian king in this period• May refer to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes one or two points about the Persian king	1–3

Option G — Greece: The Bronze Age – Society in Minoan Crete**Question 10 (a)***Outcomes assessed: H1.1, H4.1***MARKING GUIDELINES**

Criteria	Marks
• Provides accurate and detailed information about peak sanctuaries	3
• Provides accurate information about peak sanctuaries	2
• Makes one relevant point about peak sanctuaries	1

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

Criteria	Marks
• Provides an accurate and detailed outline of the roles of women in Minoan society	4
• Provides an accurate outline of the roles of women in Minoan society	3
• Makes one or two relevant points about women in Minoan society	1–2

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

Criteria	Marks
• Provides accurate and detailed information about the main features of Minoan building techniques • Uses historical terms and concepts	5–6
• Provides accurate information about the main features of Minoan building techniques • May use historical terms and concepts	3–4
• Makes one or two relevant points about Minoan building techniques	1–2

Question 10 (d)*Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Gives an accurate and detailed explanation of the importance of the Minoan palace economy• Refers closely to the source and other evidence• Provides a well-structured and detailed response using a range of appropriate historical terms and concepts	11–12
<ul style="list-style-type: none">• Gives an accurate explanation of the importance of the Minoan palace economy• Refers to the source and other evidence• Provides a structured response using appropriate historical terms and concepts	9–10
<ul style="list-style-type: none">• Attempts to explain the importance of the Minoan palace economy• Refers to the source and/or other evidence• Provides a structured response using some historical terms and concepts	6–8
<ul style="list-style-type: none">• Describes some features of the Minoan palace economy• May refer to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes one or two points about the Minoan palace economy	1–3

Option H — Greece: The Bronze Age – Mycenaean society**Question 11 (a)***Outcomes assessed: H1.1, H4.1***MARKING GUIDELINES**

Criteria	Marks
• Provides accurate and detailed information about Linear B	3
• Provides accurate information about Linear B	2
• Makes one relevant point about Linear B	1

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

Criteria	Marks
• Provides an accurate and detailed outline of the role of the rulers in Mycenaean society	4
• Provides an accurate outline of the role of the rulers in Mycenaean society	3
• Makes one or two relevant points about rulers in Mycenaean society	1–2

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

Criteria	Marks
• Provides accurate and detailed information about the main features of Mycenaean trade • Uses historical terms and concepts	5–6
• Provides accurate information about the main features of Mycenaean trade • May use historical terms and concepts	3–4
• Makes one or two relevant points about Mycenaean trade	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Gives an accurate and detailed explanation of the importance of warfare in Mycenaean society• Refers closely to the source and other evidence• Provides a well-structured and detailed response using a range of appropriate historical terms and concepts	11–12
<ul style="list-style-type: none">• Gives an accurate explanation of the importance of warfare in Mycenaean society• Refers to the source and other evidence• Provides a structured response using appropriate historical terms and concepts	9–10
<ul style="list-style-type: none">• Attempts to explain the importance of warfare to the Mycenaean society• Refers to the source and/or other evidence• Provides a structured response using some historical terms and concepts	6–8
<ul style="list-style-type: none">• Describes some features of warfare in Mycenaean society• May refer to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes one or two points about warfare in Mycenaean society	1–3

Option I — Greece: Spartan society to the Battle of Leuctra 371 BC**Question 12 (a)***Outcomes assessed: H1.1, H4.1***MARKING GUIDELINES**

Criteria	Marks
• Provides accurate and detailed information about the <i>agoge</i>	3
• Provides accurate information about the <i>agoge</i>	2
• Makes one relevant point about the <i>agoge</i>	1

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

Criteria	Marks
• Provides an accurate and detailed outline of the role of the <i>gerousia</i>	4
• Provides an accurate outline of the role of the <i>gerousia</i>	3
• Makes one or two relevant points about the <i>gerousia</i>	1–2

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

Criteria	Marks
• Provides accurate and detailed information about the main features of the Spartan economy in this period • Uses historical terms and concepts	5–6
• Provides accurate information about the main features of the Spartan economy in this period • May use historical terms and concepts	3–4
• Makes one or two relevant points about the Spartan economy	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Gives an accurate and detailed explanation of the role of the kings in Spartan society• Refers closely to the source and other evidence• Provides a well-structured and detailed response using a range of appropriate historical terms and concepts	11–12
<ul style="list-style-type: none">• Gives an accurate explanation of the role of the kings in Spartan society• Refers to the source and other evidence• Provides a structured response using appropriate historical terms and concepts	9–10
<ul style="list-style-type: none">• Attempts to explain the role of the kings in Spartan society• Refers to the source and/or other evidence• Provides a structured response using some historical terms and concepts	6–8
<ul style="list-style-type: none">• Describes some features of the kings in Spartan society• May refer to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes one or two points about the kings in Spartan society	1–3

Option J — Greece: Athenian society in the time of Pericles**Question 13 (a)**

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

MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about the <i>strategoï</i>	3
• Provides accurate information about the <i>strategoï</i>	2
• Makes one relevant point about the <i>strategoï</i>	1

Question 13 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

Criteria	Marks
• Provides an accurate and detailed outline of the roles of women in Athenian society	4
• Provides an accurate outline of the roles of women in Athenian society	3
• Makes one or two relevant points about women in Athenian society	1–2

Question 13 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about the main features of the Athenian economy • Uses historical terms and concepts	5–6
• Provides accurate information about the main features of the Athenian economy • May use historical terms and concepts	3–4
• Makes one or two relevant points about the Athenian economy	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Gives an accurate and detailed explanation of the role of the citizen in Athenian democracy• Refers closely to the source and other evidence• Provides a well-structured and detailed response using a range of appropriate historical terms and concepts	11–12
<ul style="list-style-type: none">• Gives an accurate explanation of the role of the citizen in Athenian democracy• Refers to the source and other evidence• Provides a structured response using appropriate historical terms and concepts	9–10
<ul style="list-style-type: none">• Attempts to explain the role of the citizen in Athenian democracy• Refers to the source and/or other evidence• Provides a structured response using some historical terms and concepts	6–8
<ul style="list-style-type: none">• Describes some features of the role of the citizen in Athenian democracy• May refer to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes one or two points about the Athenian citizen	1–3

Section III — Personalities in Their Times

Option A — Egypt: Hatshepsut

Question 14 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about the religious and political purposes of Hatshepsut's mortuary temple at Deir-el-Bahri using relevant sources to support the response• Develops a sustained, logical and well-structured response using historical terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides accurate information about the religious and political purposes of Hatshepsut's mortuary temple at Deir-el-Bahri and may use relevant sources to support the response• Develops a sustained and structured response using historical terms and concepts appropriately	7–8
<ul style="list-style-type: none">• Provides some information about the religious and/or political purposes of Hatshepsut's mortuary temple at Deir-el-Bahri• Provides a response using some relevant historical terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about the religious or political purposes of Hatshepsut's mortuary temple at Deir-el-Bahri• Uses some relevant historical terms and concepts	3–4
<ul style="list-style-type: none">• Makes one or two points about Hatshepsut's mortuary temple	1–2

Question 14 (b)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

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

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

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about the political and religious purposes of the city of Akhetaten using relevant sources to support the response• Develops a sustained, logical and well-structured response using historical terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides accurate information about the political and religious purposes of the city of Akhetaten and may use relevant sources to support the response• Develops a sustained and structured response using historical terms and concepts appropriately	7–8
<ul style="list-style-type: none">• Provides some information about the political and/or religious purposes of the city of Akhetaten• Provides a response using some relevant historical terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about the political and/or religious purposes the city of Akhetaten• Uses some relevant historical terms and concepts	3–4
<ul style="list-style-type: none">• Makes one or two points about the city of Akhetaten	1–2

Question 15 (b)*Outcomes assessed: H1.1, H2.1, H3.1, H3.4, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive and informed explanation about how interpretations of Akhenaten have changed over time• Develops a sustained, logical and well-structured response using historical terms and concepts accurately• Supports the response with detailed and accurate information using relevant sources	13–15
<ul style="list-style-type: none">• Provides a coherent explanation about how interpretations of Akhenaten have changed over time• Develops a structured response using historical terms and concepts appropriately• Supports the response with detailed and accurate information using relevant sources	10–12
<ul style="list-style-type: none">• Provides some explanation about interpretations of Akhenaten• Develops a structured response using appropriate historical terms and concepts• May support the response with some information from relevant sources	7–9
<ul style="list-style-type: none">• Provides some information about interpretations of Akhenaten• Uses some relevant historical terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about Akhenaten	1–3

Option C — Egypt: Ramesses II

Question 16 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about the role of Ramesses II in the Battle of Kadesh using relevant sources to support the response• Develops a sustained, logical and well-structured response using historical terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides accurate information about the role of Ramesses II in the Battle of Kadesh and may use relevant sources to support the response• Develops a sustained and structured response using historical terms and concepts appropriately	7–8
<ul style="list-style-type: none">• Provides some information about the role of Ramesses II in the Battle of Kadesh• Provides a response using some relevant historical terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about the role of Ramesses II in the Battle of Kadesh• Uses some relevant historical terms and concepts	3–4
<ul style="list-style-type: none">• Makes one or two points about the Battle of Kadesh	1–2

Question 16 (b)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive and informed judgement about religion as a motive for Ramesses II's building program• Develops a sustained, logical and well-structured response using historical terms and concepts accurately• Supports the response with detailed and accurate information using relevant sources	13–15
<ul style="list-style-type: none">• Provides a coherent judgement about religion as a motive for Ramesses II's building program• Develops a structured response using historical terms and concepts appropriately• Supports the response with detailed and accurate information using relevant sources	10–12
<ul style="list-style-type: none">• Provides some judgement about religion as a motive for Ramesses II's building program• Develops a structured response using appropriate historical terms and concepts• May support the response with some information from relevant sources	7–9
<ul style="list-style-type: none">• Provides some information about the building program of Ramesses II• Uses some relevant historical terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about Ramesses II	1–3

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

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about the background and early career of Sennacherib using relevant sources to support the response• Develops a sustained, logical and well-structured response using historical terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides accurate information about the background and early career of Sennacherib and may use relevant sources to support the response• Develops a sustained and well-structured response using historical terms and concepts appropriately	7–8
<ul style="list-style-type: none">• Provides some information about the background and/or early career of Sennacherib• Provides a response using some relevant historical terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about the background and/or early career of Sennacherib• Uses some relevant historical terms and concepts	3–4
<ul style="list-style-type: none">• Makes one or two points about Sennacherib’s background or early career	1–2

Question 17 (b)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

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

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

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about the family background and early career of Xerxes using relevant sources to support the response• Develops a sustained, logical and well-structured response using historical terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides accurate information about the family background and early career of Xerxes using relevant sources to support the response• Develops a sustained and structured response using historical terms and concepts appropriately	7–8
<ul style="list-style-type: none">• Provides some information about the family background and/or early career of Xerxes• Provides a response using some relevant historical terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about the family background and/or early career of Xerxes• Uses some relevant historical terms and concepts	3–4
<ul style="list-style-type: none">• Makes one or two points about Xerxes' background or early career	1–2

Question 18 (b)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

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

Option F — The Near East: Hannibal**Question 19 (a)**

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about why Hannibal attacked Italy using relevant sources to support the response• Develops a sustained, logical and well-structured response using historical terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides accurate information about why Hannibal attacked Italy and may use relevant sources to support the response• Develops a sustained and structured response using historical terms and concepts appropriately	7–8
<ul style="list-style-type: none">• Provides some information about why Hannibal attacked Italy• Provides a response using some relevant historical terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about why Hannibal attacked Italy• Uses some relevant historical terms and concepts	3–4
<ul style="list-style-type: none">• Makes one or two points about Hannibal's attack on Italy	1–2

Question 19 (b)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive and informed judgement about Hannibal's success as a general• Develops a sustained, logical and well-structured response using historical terms and concepts accurately• Supports the response with detailed and accurate information using relevant sources	13–15
<ul style="list-style-type: none">• Provides a coherent judgement about Hannibal's success as a general• Develops a structured response using historical terms and concepts appropriately• Supports the response with detailed and accurate information using relevant sources	10–12
<ul style="list-style-type: none">• Provides some judgement about Hannibal's success as a general• Develops a structured response using appropriate historical terms and concepts• May support the response with some information from relevant sources	7–9
<ul style="list-style-type: none">• Provides some information about Hannibal's success as a general• Uses some relevant historical terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about Hannibal	1–3

Option G — Greece: Pericles

Question 20 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides detailed and accurate information about the background and early career of Pericles using relevant sources to support the responseDevelops a sustained, logical and well-structured response using historical terms and concepts accurately	9–10
<ul style="list-style-type: none">Provides accurate information about the background and early career of Pericles and may use relevant sources to support the responseDevelops a sustained and structured response using historical terms and concepts appropriately	7–8
<ul style="list-style-type: none">Provides some information about the background and/or early career of PericlesProvides a response using some relevant historical terms and concepts	5–6
<ul style="list-style-type: none">Makes general points about the background and/or early career of PericlesUses some relevant historical terms and concepts	3–4
<ul style="list-style-type: none">Makes one or two points about Pericles' background or early career	1–2

Question 20 (b)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

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

Option H — Greece: Alexander the Great**Question 21 (a)**

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about Alexander's rise to prominence using relevant sources to support the response• Develops a sustained, logical and well-structured response using historical terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides accurate information about Alexander's rise to prominence and may use relevant sources to support the response• Develops a sustained and structured response using historical terms and concepts appropriately	7–8
<ul style="list-style-type: none">• Provides some information about Alexander's rise to prominence• Provides a response using some relevant historical terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about Alexander's rise to prominence• Uses some relevant historical terms and concepts	3–4
<ul style="list-style-type: none">• Makes one or two points about Alexander's rise to prominence	1–2

Question 21 (b)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive and informed judgement about the extent that Alexander deserves to be known as ‘the Great’• Develops a sustained, logical and well-structured response using historical terms and concepts accurately• Supports the response with detailed and accurate information using relevant sources	13–15
<ul style="list-style-type: none">• Provides a coherent judgement about the extent that Alexander deserves to be known as ‘the Great’• Develops a structured response using historical terms and concepts appropriately• Supports the response with detailed and accurate information using relevant sources	10–12
<ul style="list-style-type: none">• Provides some judgement about the extent that Alexander deserves to be known as ‘the Great’• Develops a structured response using appropriate historical terms and concepts• May support the response with some information from relevant sources	7–9
<ul style="list-style-type: none">• Provides some information about Alexander’s greatness• Uses some relevant historical appropriate terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about Alexander	1–3

Option I — Greece: Cleopatra VII

Question 22 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information explaining how and why Cleopatra died using relevant sources to support the response• Develops a sustained, logical and well-structured response using historical terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides accurate information explaining how and why Cleopatra died and may use relevant sources to support the response• Develops a sustained and well-structured response using historical terms and concepts appropriately	7–8
<ul style="list-style-type: none">• Provides some information explaining how and/or why Cleopatra died• Provides a response using some relevant historical terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about how and/or why Cleopatra died• Uses some relevant historical terms and concepts	3–4
<ul style="list-style-type: none">• Makes one or two points about Cleopatra's death	1–2

Question 22 (b)*Outcomes assessed: H1.1, H2.1, H3.1, H3.4 H4.1, H4.2***MARKING GUIDELINES**

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

Option J — Rome: Tiberius Gracchus

Question 23 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides detailed and accurate information about the problems Tiberius Gracchus attempted to address with his reforms using relevant sources to support the responseDevelops a sustained, logical and well-structured response using historical terms and concepts accurately	9–10
<ul style="list-style-type: none">Provides accurate information about the problems Tiberius Gracchus attempted to address with his reforms and may use relevant sources to support the responseDevelops a sustained and structured response using historical terms and concepts appropriately	7–8
<ul style="list-style-type: none">Provides some information about the problems Tiberius Gracchus attempted to address with his reformsProvides a response using some relevant historical terms and concepts	5–6
<ul style="list-style-type: none">Makes general points about the nature of the problems Tiberius Gracchus attempted to address with his reformsUses some relevant historical terms and concepts	3–4
<ul style="list-style-type: none">Makes one or two points about the reforms of Tiberius Gracchus	1–2

Question 23 (b)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive and informed judgement about the extent to which the senate opposed Tiberius Gracchus• Develops a sustained, logical and well-structured response using historical terms and concepts accurately• Supports the response with detailed and accurate information using relevant sources	13–15
<ul style="list-style-type: none">• Provides a coherent judgement about the extent to which the senate opposed Tiberius Gracchus• Develops a structured response using historical terms and concepts appropriately• Supports the response with detailed and accurate information using relevant sources	10–12
<ul style="list-style-type: none">• Provides some judgement about the senate's opposition to Tiberius Gracchus• Develops a structured response using appropriate historical terms and concepts• May support the response with some information from relevant sources	7–9
<ul style="list-style-type: none">• Provides some information about the senate's opposition to Tiberius Gracchus• Uses some relevant historical terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about Tiberius Gracchus	1–3

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

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides detailed and accurate information about Julius Caesar's role in the First Triumvirate using relevant sources to support the response• Develops a sustained, logical and well-structured response using historical appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Provides accurate information about Julius Caesar's role in the First Triumvirate and may use relevant sources to support the response• Develops a sustained and structured response using historical terms and concepts appropriately	7–8
<ul style="list-style-type: none">• Provides some information about Julius Caesar's role in the First Triumvirate• Provides a response using some relevant historical terms and concepts	5–6
<ul style="list-style-type: none">• Makes general points about Julius Caesar's role in the First Triumvirate• Uses some relevant historical terms and concepts	3–4
<ul style="list-style-type: none">• Makes one or two points about Julius Caesar and the First Triumvirate	1–2

Question 24 (b)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

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

Option L — Rome: Agrippina the Younger

Question 25 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides detailed and accurate information about how and why Agrippina was killed using relevant sources to support the responseDevelops a sustained, logical and well-structured response using historical terms and concepts accurately	9–10
<ul style="list-style-type: none">Provides accurate information about how and why Agrippina was killed and may use relevant sources to support responseDevelops a sustained and well-structured response using historical terms and concepts appropriately	7–8
<ul style="list-style-type: none">Provides some information about how and/or why Agrippina was killedProvides a response using some relevant historical terms and concepts	5–6
<ul style="list-style-type: none">Makes general points about how and/or why Agrippina was killedUses some relevant historical terms and concepts	3–4
<ul style="list-style-type: none">Makes one or two points about Agrippina's death	1–2

Question 25 (b)*Outcomes assessed: H1.1, H2.1, H3.1, H3.4, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive and informed explanation about how interpretations of Agrippina the Younger have changed over time• Develops a sustained, logical and well-structured response using historical terms and concepts accurately• Supports the response with detailed and accurate information from relevant sources	13–15
<ul style="list-style-type: none">• Provides a comprehensive and coherent explanation about how interpretations of Agrippina the Younger have changed over time• Develops a structured response using historical terms and concepts appropriately• Supports the response with detailed and accurate information using relevant sources	10–12
<ul style="list-style-type: none">• Provides some explanation about how interpretations of Agrippina the Younger have changed over time• Develops a structured response using appropriate historical terms and concepts• May support the response with some information from relevant sources	7–9
<ul style="list-style-type: none">• Provides some information about interpretations of Agrippina the Younger• Uses some relevant historical terms and concepts	4–6
<ul style="list-style-type: none">• Makes some simple points about Agrippina the Younger	1–3

Section IV — Historical Periods

Questions with the terms ‘why’ and ‘what’

Questions 26 (a) 34(b)

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

MARKING GUIDELINES

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

Section IV — Historical Periods

Questions with the terms ‘to what extent’, ‘how important’, ‘how successful’, ‘how useful’, ‘who contributed more’, ‘assess’ and ‘evaluate’

Questions	26 (b)	27 (a)	27 (b)	28 (a)	28 (b)	29 (a)	29(b)
	30 (a)	30 (b)	31 (a)	31 (b)	32 (a)	32 (b)	33 (a)
	33 (b)	34 (a)	35 (a)	35 (b)	36 (a)	36 (b)	37 (a)
	37 (b)	38 (a)	38 (b)	39 (a)	39 (b)	40 (a)	40 (b)
	41 (a)	41 (b)					

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes an informed judgement of the value/outcomes of the different roles played by individuals, groups, events and ideas during this period • Presents a sustained, logical and well-structured response drawing on a clear identification of relevant features of the period • Supports the response with detailed and accurate information from a range of relevant sources; may analyse and evaluate sources • Uses a range of appropriate historical term and concepts 	21–25
<ul style="list-style-type: none"> • Makes a judgement of the different roles played by individuals, groups, events and ideas in this period • Presents a sustained, logical structured response drawing on an identification of relevant features of the period • Supports the response with information from relevant sources; may analyse and evaluate sources • Uses appropriate historical term and concepts 	16–20
<ul style="list-style-type: none"> • May make some judgement of the different roles played by individuals, groups, events and ideas during this period • Presents a response drawing on an identification of relevant features of the period • Supports the response with some information from relevant sources • Uses appropriate historical term and concepts 	11–15
<ul style="list-style-type: none"> • Makes a statement about the different roles played by individuals, groups, events and ideas during this period • Provides a descriptive narration which may include relevant features of the period • May support the response with basic information from relevant sources • Basic use of appropriate historical term and concepts 	6–10
<ul style="list-style-type: none"> • Presents a very limited narration/description of people and/or events from this period • Very limited use of appropriate historical term and concepts 	1–5

Ancient History

2009 HSC Examination Mapping Grid

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

Question	Marks	Content	Syllabus outcomes
9 (a)	3	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H4.1
9 (b)	4	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H4.1
9 (c)	6	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H3.1, H4.1
9 (d)	12	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H3.1, H4.1, H4.2
10 (a)	3	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H4.1
10 (b)	4	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H4.1
10 (c)	6	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H3.1, H4.1
10 (d)	12	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H3.1, H4.1, H4.2
11 (a)	3	Greece: The Bronze Age – Mycenaean society	H1.1, H4.1
11 (b)	4	Greece: The Bronze Age – Mycenaean society	H1.1, H4.1
11 (c)	6	Greece: The Bronze Age – Mycenaean society	H1.1, H3.1, H4.1
11 (d)	12	Greece: The Bronze Age – Mycenaean society	H1.1, H3.1, H4.1, H4.2
12 (a)	3	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H4.1
12 (b)	4	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H4.1
12 (c)	6	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H3.1, H4.1
12 (d)	12	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H3.1, H4.1, H4.2
13 (a)	3	Greece: Athenian society in the time of Pericles	H1.1, H4.1
13 (b)	4	Greece: Athenian society in the time of Pericles	H1.1, H4.1
13 (c)	6	Greece: Athenian society in the time of Pericles	H1.1, H3.1, H4.1
13 (d)	12	Greece: Athenian society in the time of Pericles	H1.1, H3.1, H4.1, H4.2
Section III – Personalities in Their Times			
14 (a)	10	Egypt: Hatshepsut	H1.1, H3.1, H4.1, H4.2
14 (b)	15	Egypt: Hatshepsut	H1.1, H2.1, H3.1, H4.1, H4.2
15 (a)	10	Egypt: Akhenaten	H1.1, H3.1, H4.1, H4.2
15 (b)	15	Egypt: Akhenaten	H1.1, H2.1, H3.1, H3.4, H4.1, H4.2
16 (a)	10	Egypt: Ramesses II	H1.1, H3.1, H4.1, H4.2
16 (b)	15	Egypt: Ramesses II	H1.1, H2.1, H3.1, H4.1, H4.2
17 (a)	10	The Near East: Sennacherib	H1.1, H3.1, H4.1, H4.2
17 (b)	15	The Near East: Sennacherib	H1.1, H2.1, H3.1, H4.1, H4.2
18 (a)	10	The Near East: Xerxes	H1.1, H3.1, H4.1, H4.2
18 (b)	15	The Near East: Xerxes	H1.1, H2.1, H3.1, H4.1, H4.2
19 (a)	10	The Near East: Hannibal	H1.1, H3.1, H4.1, H4.2
19 (b)	15	The Near East: Hannibal	H1.1, H2.1, H3.1, H4.1, H4.2
20 (a)	10	Greece: Pericles	H1.1, H3.1, H4.1, H4.2
20 (b)	15	Greece: Pericles	H1.1, H2.1, H3.1, H4.1, H4.2
21 (a)	10	Greece: Alexander the Great	H1.1, H3.1, H4.1, H4.2
21 (b)	15	Greece: Alexander the Great	H1.1, H2.1, H3.1, H4.1, H4.2
22 (a)	10	Greece: Cleopatra VII	H1.1, H3.1, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
22 (b)	15	Greece: Cleopatra VII	H1.1, H2.1, H3.1, H3.4, H4.1, H4.2
23 (a)	10	Rome: Tiberius Gracchus	H1.1, H3.1, H4.1, H4.2
23 (b)	15	Rome: Tiberius Gracchus	H1.1, H2.1, H3.1, H4.1, H4.2
24 (a)	10	Rome: Julius Caesar	H1.1, H3.1, H4.1, H4.2
24 (b)	15	Rome: Julius Caesar	H1.1, H2.1, H3.1, H4.1, H4.2
25 (a)	10	Rome: Agrippina the Younger	H1.1, H3.1, H4.1, H4.2
25 (b)	15	Rome: Agrippina the Younger	H1.1, H2.1, H3.1, H3.4, H4.1, H4.2
Section IV — Historical periods			
26 (a)	25	Egypt: From Unification to the First Intermediate Period	H1.1, H2.1, H4.1, H4.2
26 (b)	25	Egypt: From Unification to the First Intermediate Period	H1.1, H2.1, H4.1, H4.2
27 (a)	25	Egypt: New Kingdom Egypt to the death of Thutmose IV	H1.1, H2.1, H4.1, H4.2
27 (b)	25	Egypt: New Kingdom Egypt to the death of Thutmose IV	H1.1, H2.1, H4.1, H4.2
28 (a)	25	Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II	H1.1, H2.1, H4.1, H4.2
28 (b)	25	Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II	H1.1, H2.1, H4.1, H4.2
29 (a)	25	The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC	H1.1, H2.1, H4.1, H4.2
29 (b)	25	The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC	H1.1, H2.1, H4.1, H4.2
30 (a)	25	The Near East: Israel and Judah from Solomon to the fall of Jerusalem	H1.1, H2.1, H4.1, H4.2
30 (b)	25	The Near East: Israel and Judah from Solomon to the fall of Jerusalem	H1.1, H2.1, H4.1, H4.2
31 (a)	25	The Near East: Persia from Cyrus II to the death of Darius III	H1.1, H2.1, H4.1, H4.2
31 (b)	25	The Near East: Persia from Cyrus II to the death of Darius III	H1.1, H2.1, H4.1, H4.2
32 (a)	25	Greece: The development of the Greek world 800–500 BC	H1.1, H2.1, H4.1, H4.2
32 (b)	25	Greece: The development of the Greek world 800–500 BC	H1.1, H2.1, H4.1, H4.2
33 (a)	25	Greece: The Greek world 500–400 BC	H1.1, H2.1, H4.1, H4.2
33 (b)	25	Greece: The Greek world 500–400 BC	H1.1, H2.1, H4.1, H4.2
34 (a)	25	Greece: The Greek world 446–399 BC	H1.1, H2.1, H4.1, H4.2
34 (b)	25	Greece: The Greek world 446–399 BC	H1.1, H2.1, H4.1, H4.2
35 (a)	25	Greece: Fourth-century Greece to the death of Philip II of Macedon	H1.1, H2.1, H4.1, H4.2
35 (b)	25	Greece: Fourth-century Greece to the death of Philip II of Macedon	H1.1, H2.1, H4.1, H4.2
36 (a)	25	Rome: 264–133 BC	H1.1, H2.1, H4.1, H4.2
36 (b)	25	Rome: 264–133 BC	H1.1, H2.1, H4.1, H4.2
37 (a)	25	Rome: Political revolution in Rome 133–78 BC	H1.1, H2.1, H4.1, H4.2
37 (b)	25	Rome: Political revolution in Rome 133–78 BC	H1.1, H2.1, H4.1, H4.2
38 (a)	25	Rome: The fall of the Republic 78–31 BC	H1.1, H2.1, H4.1, H4.2

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