

**2004 HSC Notes from
the Marking Centre
Ancient History**

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2004 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 2004 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 2004 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.

In 2004, 9,718 candidates attempted the Ancient History examination.

Section I – Personalities in Their Times

General Comments

Responses to the Personalities in Their Times section showed that a majority of candidates displayed both confidence and a sound knowledge in their responses to specific questions on this year's paper. The more able candidates demonstrated an ability to interpret the questions and provide a response drawing on specific and relevant examples and sources, as required by the question. Most candidates were able to apply the key glossary term 'outline' while the more able candidates could confidently explain and evaluate in the relevant sections.

It was pleasing to see an increasing number of candidates incorporating new sources and current scholarship to support their arguments.

The most popular personalities continue to be Hatshepsut, Agrippina II, Xerxes, Julius Caesar and Akhenaten. Pericles, Cleopatra and Ramesses II remained popular options, while more candidates are studying Alexander the Great. As before, relatively few candidates attempted Sennacherib, Scipio Africanus and Jezebel.

Part (a)

A significant number of candidates had difficulty interpreting the question of '*prominence*'. Some candidates found difficulty in determining when prominence was achieved and instead provided a detailed biography. The better responses provided a combination of features, including family background, social position, education, political and military achievements.

It was a matter of some concern to this year's examiners that a large number of candidates wrote answers of excessive length in relation to the value of the question.

Part (b)

This part allowed candidates to display their considerable knowledge of the personality. This was also demonstrated by the use of specific examples to support their explanation. Better responses provided a coherent explanation of cause and/or effect, while weaker responses relied on description and/or narrative.

Part (c)

Better candidates showed a clear understanding of the requirements of the question and were able to use their knowledge to consistently answer the question in its own terms, ie make a judgement about the influence of the personality in their own lifetime. These candidates were able to make the relationship between influence and achievements specific, while weaker responses offered only a description of a range of achievements. Some candidates continue to write prepared answers, evidenced by responses discussing legacy rather than the given question, or offering an historiographical analysis of the sources rather than concentrating on the question of influence. Some candidates misinterpreted the question and discussed the influence on the personality rather than the influence of the personality.

Specific Comments

Question 1 – Option A – Egypt: Hatshepsut

- (a) Many candidates had difficulty providing an end point for Hatshepsut's rise to prominence and offered a complete biography of her life. Better responses interpreted '*prominence*' to refer to her succession and provided relevant details about her family background, her roles as queen consort, regent and co-regent.
- (b) The majority of candidates handled this part of the question very well. Better responses were able to explain conflicting theories about Hatshepsut's relationship with Thutmose III and provided specific and relevant examples to support their explanation. Weaker responses presented the traditional 'wicked step-mother' view or focussed on the destruction of her monuments.
- (c) Some candidates did not make the connection between Hatshepsut's achievements and her influence clear enough. The better responses made clear judgements about her influence, eg in relation to the cult of Amun and Egypt's economic development and foreign relations. Weaker responses relied on presenting a list of her achievements without attempting any judgement.

Question 6 – Option F – Near East: Xerxes

- (a) The majority of candidates demonstrated a clear understanding of the question and were able to provide specific references to Xerxes' family background, social position and early career.
- (b) Better responses clearly understood the motives and/or the details of the preparations for the invasion of Greece. Weaker responses tended to provide a narrative and/or description of the battles, often without any reference to Xerxes' role.

- (c) Candidates generally had difficulty in this section through failing to make the link between achievements and influence explicit. The better responses were able to make a judgement about Xerxes' influence in relation to, for example, religion and the Greek world. The majority of candidates showed a sound awareness of the sources.

Question 12 – Option K – Rome – Agrippina II

- (a) This part was generally very well answered. Candidates displayed a clear understanding of Agrippina's family background and marriages as a means of achieving prominence. Weaker responses provided a lengthy biography.
- (b) The better responses explained the changing relationship between Agrippina and each of the people/groups referred to in the question, with a greater emphasis on Seneca and Burrus. Less able candidates neglected parts of the question and gave a description of Agrippina's ambitions.
- (c) Most candidates displayed a sound understanding of Agrippina's influence and selected a range of relevant examples and sources in their evaluation. The better responses sustained a coherent judgement supported with clear examples and sources. Weaker responses were limited to a discussion of her femininity, ignoring the political context of her career.

Section II – Ancient Societies

General comments

There were thirteen questions in Section Two. The majority of candidates, however, did Questions 15, 19, 21 and 24. Other candidates attempted Old Kingdom Egypt, Assyria, and Persia. Sparta remains the most popular question.

It is once again important to emphasise that candidates must study all content dot points in the syllabus for a particular society. It was clear that some candidates did not expect questions on topics such as the imperial bureaucracy during the Ramesside Period; the main features of Spartan land ownership and inheritance; and outlining the roles of the military in Rome during the set period - Augustus to Titus.

Finally, it must be reinforced that points (a) to (d) may be answered without referring to sources. Candidates may add this material, but it is possible to gain full marks for each question without using sources. However, if the question part asks for reference to sources, as did part (e), candidates must refer to the source given and place it in context, as well as provide other evidence to obtain a maximum mark.

Question 15 — Option C-Egypt: Society in New Kingdom Egypt during the Ramesside Period

This option continues to be popular overall and has generally been handled well by those candidates who chose to undertake it in the examination. Not only do candidates write in great detail; there is also an obvious knowledge of content and sources, as well as some excellent analytical responses.

- (a) Most candidates were able to achieve the maximum two marks by naming two significant buildings of the Ramesside Period.

- (b) Again most candidates achieved the maximum two marks by being able to give a clear definition of the Valley of the Kings.
- (c) This proved the most difficult part in this question. Candidates often had difficulty in understanding what was meant by imperial bureaucracy, let alone outline the main features. Better responses were able to discuss the role of the Vizier and important offices such as the Chancellor, stewards and scribes. The better responses also looked at the role of the religious cults and priesthoods in the imperial bureaucracy.
- (d) The majority of candidates were able to address this question quite well. Candidates were aware of the militaristic policies of the period and the importance of the role of the warrior Pharaoh. Many candidates also discussed the composition of the army and the various weaponry and equipment used.
- (e) Better responses made excellent use of both written and archaeological evidence. Most candidates were familiar with the archaeological evidence associated with the tombs of the period, and could distinguish the difference between a royal tomb, as opposed to the tomb of a noble or wealthy person. The better responses discussed the significance of burial practices in the Ramesside Period, and supported discussion with examples. Many candidates also gave a description of Late New Kingdom embalming processes.

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

Minoan Society continues to be one of the most popular options. The better responses demonstrated excellent content knowledge.

- (a) Candidates chose features which are specific to Minoan Crete to ensure full marks, eg limestone caves, island, mountains such as Ida and Dikte.
- (b) Gournia is a dot point in the syllabus, hence it was surprising to find the number of candidates unable to identify any features about Gournia.
- (c) This question asked the candidates to ‘outline’ the main occupations in Minoan Society. A point list of occupations did not suffice for full marks. Candidates need to be aware of the requirements of key directional terms as defined in the Board’s glossary.
- (d) This question was well answered by many candidates. Most candidates were able to name and describe specific frescoes. It was not necessary to cover all of these features to gain full marks.
- (e) Better candidates clearly understood the significance of the palace economy in Minoan Society and explained this with reference to both the source and numerous other pieces of evidence.

Weaker responses failed to address the word ‘significance’ and presented purely descriptive responses. Some focused largely on Minoan trade without linking their evidence to the question. Others gave detailed descriptions of the palaces with little reference to their economic function. Reference to the source and other evidence was an important aspect of this question and needed to be addressed

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

Question 21 was the most popular question answered in Section II.

- (a) This part of the question was generally well answered with a majority of the candidates able to name two of the main Spartan festivals. However many candidates referred to a particular god worshipped by the Spartans and hoped that a festival was held in their honour. This response was not sufficient to address the requirements of the question and therefore could not access the full marks range.
- (b) This question proved to be more challenging. Acceptable answers included two points relating to Spartiates Homoioi, Spartan warriors, equals, peers, even the elite within the Spartan Hoplite force.
- (c) The better responses emphasised ownership but handled inheritance less effectively. Weaker candidates digressed to the role of helots and/or women in land tenure. Land ownership by women was of course relevant but not the only issue.
- (d) Most candidates were able to discuss the roles of kings adequately, including their military, political, and religious duties in a balanced way. Some candidates did not address both parts of the question. In the weaker responses, privileges were typically overlooked or dealt with only very briefly.
- (e) Most candidates were well prepared in the Spartan education system. Better responses integrated the source, referred to other sources and in particular explained the significance of the Spartan education system for males, females and society in general.

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

This continues to be a popular option. It was handled well by many candidates who displayed detailed knowledge and the ability to use evidence effectively, especially in part (e). A considerable number of candidates had difficulty with parts (a) and (b) of the question. This reinforces the importance of covering all of the content points in the syllabus.

- (a) Senate, emperor (*princeps*), officers of the *cursus honorum* were some of the possible answers for this question.
- (b) Candidates were able to access full marks for this question if they were able to demonstrate basic knowledge of Rome's port.
- (c) Many candidates were able to provide a comprehensive outline of the roles played by the legions, *auxilia* and the Praetorian Guard in Rome and throughout the empire. Some candidates showed superior knowledge and wrote extensively on this question, giving more than the required detail for 5 marks.
- (d) In better responses, candidates wrote detailed descriptions of the various public and private leisure activities of the Romans in this period. However, some responses included a degree of detail well beyond that required for full marks.

- (e) Many candidates found difficulty explaining the significance of the family and resorted to long descriptions of family structure and life. Many ignored the source – reference to the source and other evidence was an important aspect of part (e). There were a number of excellent responses where candidates were able to explain the significance of the family in both the private and public sphere; in observance of religious rituals and in the politics of the Augustan household.

Section III – Historical Periods

Egypt and Near East

General comments

Egypt attracted the majority of responses in this section with New Kingdom Egypt proving the most popular. Old Kingdom Egypt continued to increase in numbers, reflecting the trend over the past few years. Other areas of the Near East reflected a decrease in numbers of candidates.

The better responses were impressive in the detailed and comprehensive knowledge they were able to present regarding the historical period in question. Responses were well-structured, presenting logical, sustained arguments, evaluations or judgments drawing on clear identification of relevant features of the period. Arguments were supported accurately using both modern and ancient sources, with the use of such sources relating specifically to the argument developed.

Some weaker responses presented detailed knowledge of the period but failed to develop an appropriate argument in response to the question asked, instead relying on long narratives that often included irrelevant information. Sources were usually not cited. The weakest responses outlined some basic facts only about the period in question, with little or no regard to the question asked.

Egypt

Questions 28 (a), 28 (b) and 29 (a) attracted the majority of responses from candidates attempting this section.

Question 26

- (a) This question attracted the majority of responses for this option. Candidates demonstrated detailed knowledge of the whole period whilst extracting the relevant information from Dynasty IV and assessing its impact on the Old Kingdom. The better responses were able to identify the period of the Old Kingdom correctly, isolating Dynasty IV. They were able to cover the kings of Dynasty IV with detailed knowledge of the political, religious and social developments under these kings. Sustained, logical and well-supported judgements were developed. Candidates understood the resulting impact for the later Old Kingdom and its eventual demise. Sources were referred to closely in order to support the arguments presented.

Weaker responses were narratives, sometimes very long descriptions of the pyramid complexes and failed to address the question asked. The weakest responses presented very short descriptions of the three pyramids at Gizeh with little or no regard to the question.

Question 28

- (a) This was a popular option for the early New Kingdom period. The better responses correctly linked the political significance of building programs in the New Kingdom to the military, religious and social position of the king. Detailed examples were presented and the material was comprehensive in its treatment of the whole period in question. Evidence was cited and appropriately used to support clear, well-sustained arguments.

Weaker responses concentrated on detailed descriptions of the achievements of Hatshepsut's building program or an assessment of Thutmose III's additions to Karnak and did not explain the significance of the building program.

The weakest responses were limited to short descriptions of Hatshepsut's mortuary complex with little regard to the question asked.

- (b) Better responses were comprehensive in their treatment of the period, drawing on examples from a range of Thutmosid kings from the early campaigns of Thutmose I through to the diplomacy of Thutmose IV. Candidates presented detailed evaluations of the campaigns, not only in terms of the acquisition of territory but which also detailed the economic and social importance of the military activities undertaken by the Thutmosids. Impressive use of archaeological material and modern scholarship was included to support well-structured, sustained and logical arguments that clearly identified the relevant features of the period. Mid-range responses, while attempting to answer the question, limited their argument to Hatshepsut and Thutmose III with a heavy emphasis on the Megiddo campaign of the latter pharaoh.

The weaker responses presented short, simple narratives, often listing a few facts from the reign of Hatshepsut or Thutmose III while totally ignoring the evaluation aspect of the question.

Question 29

- (a) This was the most popular option in this section and typical answers showed a sound knowledge of the Amarna revolution and the subsequent reaction in the following reigns. Some responses were weighted more heavily towards the reaction period, in preference to the time of the actual revolution. The significance aspect of the question tended to be addressed by only the better responses. Evaluation of historians' opinions, particularly regarding Akhenaten's foreign policy and the so called 'loss of empire' was also limited to the better responses.

Some weaker responses had difficulty with the concept of the Amarna period and equated it with the entire length of this historical period option. In some of these weaker responses, valuable time was wasted inappropriately discussing Amenhotep III. Weaker responses also tended to mere description of the Amarna period without reference to its significance.

Near East

Not many responses were received for areas outside Egypt. Very few responses were presented for the first Assyrian period. After Egypt, Persia was the area most popular with candidates.

Question 33

- (a) The better responses addressed the requirements of the question as well as demonstrating a breadth of knowledge and understanding of the period through analysis of the relevant contributions and their impact. These responses integrated evidence into their argument. A range of evidence – archaeological, written and modern scholarship – was used correctly to support the arguments presented.

Weaker responses presented narratives of the reign of Darius I without discussing the impact of his rule. These narratives were generally limited to the story of the Persian Wars and the building program.

- (b) Better responses covered the entire period and the army's role in Persian imperialism as it was expressed in each reign as well as their part in security, building, administration and communication. These responses addressed both the role and the impact of the army.

Mid-range responses tended to be limited to the Persian Wars, while weaker responses tended to concentrate on the composition of the army rather than its impact.

Greek and Roman Historical Periods

Greece

General Comments:

Questions 34, 36, 37 and 38 were attempted by only a few candidates. The overwhelming majority of responses were to Question 35 (a) and (b). Of these two alternatives 35 (a) was the most popular.

Question 35

- (a) Better responses identified 'factors' and wrote a thematic answer, not a chronological survey. Better responses used sources to directly support and sustain the explanation and some recognised a Persian 'perspective'.

Weaker responses resorted to descriptive narratives of campaigns and battles without explanation of the Persian defeat. Weaker responses that took a chronological survey approach usually made an explanatory remark only to conclude each section. Some weaker responses also made no use of sources except that the narrative was based upon a 'knowledge' of information derived from sources.

- (b) Better responses used a range of both ancient and modern sources to support the explanation and often linked development and impact in a thematic response.

There was considerable confusion in a number of responses as to the meaning of the term *Delian League* and *Athenian Empire*; some responses confused this with the Hellenic League.

Weaker responses provided a narrative of events from Delian League to Athenian Empire only, without explanation of development or impact and many responses had difficulty balancing 'development' and 'impact'. Some candidates mentioned impact in concluding

remarks only. It was concerning that some candidates were not familiar with the term ‘impact’.

Rome

General Comments

There were a small number of responses to Questions 39 and 40, many of which showed sound knowledge of content and sources, and were able to provide clear and logical arguments.

Question 41

Most candidates attempted Question 41 (a), while only a very small number attempted Question 41 (b). Of these, a number of the Cicero responses were of high quality.

Better responses for (a) were able to ‘assess’ and ‘explain’, and showed a thorough knowledge of the whole period. They were able to place the ‘formation and breakdown’ in the wider political context of the later Republic. They demonstrated a sound knowledge of historians’ views and some of these responses were able to effectively critique the individual historian’s bias.

The mid-range responses mostly comprised simple narration, with inaccurate detail and limited use of sources.

Weaker responses failed to mention sources and tended to give a chronological narrative, which was often inaccurate.

Question 42

A significant number of candidates attempted Question 42 (a). This was the most popular Roman question in Section III.

A significant number of candidates were unable to differentiate between the city of Rome and the wider empire, and there was also confusion with the terms ‘consolidation’ and ‘administration’. Responses were expected to include references to provincial and frontier administration.

The better responses included excellent reference to terms such as ‘*maius imperium*’ and ‘*procurators*’, and showed a sophisticated understanding of the period and the way Augustus governed the wider empire. These responses dealt with provincial and frontier administration in some depth.

Mid-range responses concentrated on narratives consisting primarily of information on Augustus’ reforms. There was limited reference to sources and evidence, and they often did not use appropriate terms and concepts.

There were some excellent responses to part (b), which demonstrated a comprehensive knowledge of the topic, were structured and well written, and demonstrated a sophisticated evaluation and use of sources.

Mid-range responses failed to distinguish between Tiberius' activities and his achievements. These responses often contained broad generalisations and reflected confused knowledge of prominent individuals. These responses lacked reference to sources and tended towards narrative.

Section IV – Additional Historical Period or Additional Ancient Society

Egyptian Historical Periods

Question 47

- (a) Better responses identified multiple features of the 'warrior pharaoh' image and explained how it was significant in terms of Pharaonic propaganda and legitimisation and consolidation of the newly established dynasty. These responses were supported by accurate and appropriate sources. Mid-range responses to this question gave a chronological recount of the early 18th Dynasty and the military exploits of its pharaohs. The meaning of the term 'warrior pharaoh' was assumed and its significance was asserted with little reference to the sources or explanation of how or why.

Question 48

- (a) Better responses went beyond building programs and diplomacy in their judgement of Amenhotep III's achievements and impact, including discussion of the role of the queen, religious changes and artistic and cultural developments. Some superior responses dealt competently with the long-term impact of the reign, citing emulation of Amenhotep III's achievements by Ramesside pharaohs.

Mid-range responses to this question gave a catalogue of the achievements of Amenhotep III with an emphasis on his building program, with little assessment. Many candidates showed an understanding of change and continuity in Amenhotep III's time, but were unable to support their responses with detailed knowledge of his achievements and their impact.

It was disturbing to note the number of candidates who confused Amenhotep III with Akhenaten.

Near East

Question 52

- (a) Better responses dealt with the significance to the empire of innovations like coinage, weights and measures, military activity and the motives for Darius' changes. Better responses also dealt with later kings and the contribution of administration to the longevity of the empire. Such responses were supported by accurate and detailed sources, both ancient and modern. It was pleasing to note that some candidates were aware of historiographical issues and were able to discuss them competently.

Mid-range responses to this question gave chronological accounts of the period from Cyrus to Xerxes, mentioning satrapies, coins and the Royal road.

Greek Historical Periods

In this section, Question 54 was the most popular option with slightly more candidates answering Question 54 (a) than 54 (b). Question 55 was also popular with candidates.

Question 54

- (a) This was the most popular Greek question and elicited a large variety of responses. Better responses effectively followed the requirements of the directional verb ‘assess’, and effectively used, as well as analysed, a range of sources. Weaker responses simply narrated an account of the second Persian invasion, concentrating on Thermopylae and virtually ignoring the roles of Plataea, Pausanias and Eurybiades.
- (b) Better responses could link the development of Athenian democracy with external events and were able to explain the nature of Athenian democracy. Some candidates offered a prepared response on the development of the Delian League. Many responses failed to come to terms with the directional verb ‘explain’ and simply described the working of Athenian democracy.

Question 55

- (a) This was the more popular of the two alternatives for this period and, while small in terms of numbers of candidates attempting the question, it was handled well by the majority of the candidates. Better responses used Thucydides effectively and demonstrated a sound understanding of the dynamics and course of the war. The most common military event selected was the Sicilian campaign. Better responses, in addition to quoting Thucydides extensively, related the impact of the campaign on the later conduct of the war by Athens and Sparta, addressing changed strategies, domestic upheaval (revolution of 411 BC.), role of Alcibiades, and involvement of Persia and the ultimate defeat of Athens.

Weaker responses narrated the reasons for, and course of, the expedition with little regard to the question. Some candidates misread the question and/or presented a prepared response about the impact of the plague or the origins of the war.

- (b) Only a small number of candidates addressed this question. Candidates tended to assess, rather than explain, the functioning of the democracy. Better responses covered the entire course of the war. Again the knowledge and use of Thucydides was impressive. Weaker responses either wrote about Pericles’ strategy or described the background to the Sicilian expedition.

Question 56

- (a) This was the least popular of the alternatives, but was generally well handled by candidates who demonstrated a sound understanding of the key events of the period and the consequences for Spartan society itself, the other Greek city-states and Persia. Weaker responses did not address the second part of the question and only described a few military events.
- (b) Most candidates demonstrated a sound understanding of the military campaigns, Alexander’s generalship, features of the Macedon armies, debts to Philip, and Persian weakness. These responses used Arrian and Curtius Rufus and many were aware of debates about the greatness

and aims of Alexander and cited differing interpretations, from Tarn to Bosworth. ‘Significance’ was addressed through consideration of the end of the Persian Empire.

Weaker responses described the military conquests in varying degrees of detail.

Roman Historical Periods

Question 61 was the most popular question in both the Greek and Roman areas of Section IV. Question 59 also elicited a reasonable number of responses, with Questions 58, 60 and 62 being significantly lower in the number of responses from last year.

Question 61

- (a) Candidates showed wide knowledge in relation to Augustus’ programs. The better responses could explain the significance of the reform programs right into the Julio-Claudian period. Weaker responses simply listed Augustus’ actions.
- (b) Most responses demonstrated knowledge of the accession of certain emperors but could not differentiate between succession and accession. A noticeable number of responses contained errors in the names of family members and their respective relationships.

Egyptian Societies

Question 66

- (a) Many responses integrated excellent evidence from tombs, the village of Deir el Medina and tomb registers, both royal and non-royal.

The weaker responses merely described the mummification process, and many focussed on the Eighteenth Dynasty and the tomb of Tutankhamun, rather than the Ramesside kings.

- (b) The better responses provided an accurate explanation of Ramesside social structure, strong use of evidence and a clear understanding of the significance of social structure in the overall bureaucracy, economy and imperial framework of Ramesside Egypt.

The weaker responses merely gave a pyramidal account of social structure and failed to address the significance of social structure in Ramesside Society.

Question 67

- (a) There were few responses to this question. However, the majority of candidates who attempted this question demonstrated excellent understanding of Assyrian religious beliefs and practices.

Near Eastern Societies

Question 68

- (a) There were very few responses to this question. However, the majority of candidates who attempted it demonstrated an excellent understanding of the various roles of prophets in Israelite society and their overall impact and contributions.

Question 69

- (a) The better responses to this question demonstrated a detailed understanding of the Persian economy, the extent of the Persian empire, and its significance in Persian society. Accurate integration of written and archaeological evidence was also evident. The weaker responses failed to address the complexity of the Persian economy and chose instead to focus on the Persian Wars era and the demise of Xerxes.
- (b) Responses to this question, on the whole, demonstrated detailed knowledge of many Persian art forms and architectural features.

Greek Societies

The most popular choices by candidates attempting Greek societies were Sparta and Minoan Crete. These were also the strongest responses in terms of argument and use of sources. There were significantly fewer responses to Periclean Athens, and Mycenaean society had only a very small number of responses.

Candidates should be aware of the need to address the entire question without going off onto tangents; for example, some candidates were unable to deal with the significance of social structures, while others could not utilise relevant evidence to support their explanation.

Question 70

Question 70 (a) was much more popular than Question 70 (b).

- (a) The better responses explained what a wide variety of both modern and archaeological sources reveals about Minoan religious belief and practice. These responses were also wide-ranging in detail and understanding, especially in the interpretations offered by modern scholarship.
- (b) The better responses to this question were able to explain what is understood about Minoan social structure by presenting specific evidence. The weaker responses merely offered general evidence, or none at all, and made no real attempt to address the question of structure within Minoan society.

Question 71

- (a) While there were very few responses to this question, the best were able to present a detailed explanation of the Mycenaean religious beliefs and practices by discussing a wide variety of archaeological evidence and modern interpretation.
- (b) There were very few responses to this question.

Question 72

- (a) This was one of the more popular choices by candidates attempting a Greek society. The better responses were well structured, presented accurate, detailed historical information, and addressed the issue of explaining what evidence reveals about Sparta's military way of life. An excellent knowledge of the available sources was also evident in the responses. The weaker responses presented a narrow description of aspects of Sparta's military culture, and struggled to explain the evidence and what it reveals.
- (b) The majority of candidates attempting this popular option question demonstrated sound understanding of Sparta's social structure. The better responses were able to see the big picture of Spartan society and explain the significance of its social structure, making reference to relevant source material. However, many weaker responses focused on a narrow description of Spartan society and were unable to explain the reasons for such a structure or cite evidence to support their description. Some merely focused on Spartan government.

Question 73

- (a) The better responses to this question presented a detailed explanation of what ancient evidence reveals about Athenian religious belief and practice. These responses demonstrated an understanding of many aspects of Athenian religion and explained this in well-structured responses. The weaker responses demonstrated a lack of knowledge of relevant sources or little to no understanding of what constituted Athenian religious practice.
- (b) While some responses explained the significance of the various divisions within Athenian society, many simply explained the structure within the citizen population of Athens rather than offering a more all-encompassing understanding of Athenian social structure during the time of Pericles. In some cases prepared responses were presented and these did not adequately address the scope of the question; for example some responses only referred to Athenian government.

Roman Societies

There was a 20% increase in responses to Roman Society questions this year, with the majority answering on the time of Augustus to Titus. Most of these responses contained pleasing detail and displayed an understanding of the chosen topic. Better responses were able to explain the evidence and present a well-structured, sustained and logical argument to address the question. However, fewer candidates made reference to archaeological and written evidence than in past years and there was a larger number of prepared responses. Candidates should be aware of the relationship between various elements of a society. Treating each element in isolation makes it difficult to discuss the integrated nature of the society being studied.

Question 74

- (a) Most of the candidates who attempted this question identified relevant examples of religious beliefs and practices, particularly the distinction between State religion and private and household worship, the introduction of foreign cults and religious practices. Appropriate source material was referred to, although little modern scholarship was evident.
- (b) The majority of candidates who attempted this question described and understood the hierarchical nature of Roman society. Better responses argued that the social classes were interdependent and that patronage was an essential feature of Roman society as a result. Only a few candidates accurately explained how the social structure led to social unrest and was a contributing factor in the fall of the Republic. Many responses demonstrated a limited understanding of the term ‘plebeian’ and would perhaps have been better referring to the ordinary citizens of Rome as the *capite censi* to distinguish them from the plebeian senators.

Question 75

- (a) This was the second most popular choice. Most responses made some reference to the Republican aspects of religion and described how the imperial cult and Christianity added to Roman religious practices. Many responses made use of archaeological evidence such as the Ara Pacis and discoveries made in Pompeii. Weaker responses were limited to Augustus’ religious reforms and made little reference to evidence after AD14.
- (b) This was the most popular choice. Most responses were well-structured and described the social classes, including the imperial family, senatorial class, equestrians, freedmen and slaves. Some also made reference to women and the military. However, only the better responses attempted to show the significance of the structure of society in helping the Emperor maintain his control of Rome.

Question 76

Question 76 (a) and (b). There were no genuine attempts to these questions.

Ancient History

2004 HSC Examination Mapping Grid

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

Question	Marks	Content	Syllabus outcomes
11 (b)		Rome: Julius Caesar	H1.1, H1.2, H3.1
11 (c)		Rome: Julius Caesar	H1.1, H4.1, H4.2
12 (a)		Rome: Agrippina the Younger	H1.1
12 (b)		Rome: Agrippina the Younger	H1.1, H1.2, H3.1
12 (c)		Rome: Agrippina the Younger	H1.1, H4.1, H4.2
Section II — Ancient Societies			
13 (a)		Old Kingdom Egypt	H1.2, H3.1
13 (b)		Old Kingdom Egypt	H1.2, H3.1
13 (c)		Old Kingdom Egypt	H1.2, H3.1
13 (d)		Old Kingdom Egypt	H1.2, H3.1
13 (e)		Old Kingdom Egypt	H1.2, H3.1, H4.2
14 (a)		Middle Kingdom Egypt	H1.2, H3.1
14 (b)		Middle Kingdom Egypt	H1.2, H3.1
14 (c)		Middle Kingdom Egypt	H1.2, H3.1
14 (d)		Middle Kingdom Egypt	H1.2, H3.1
14 (e)		Middle Kingdom Egypt	H1.2, H3.1, H4.2
15 (a)		New Kingdom Egypt	H1.2, H3.1
15 (b)		New Kingdom Egypt	H1.2, H3.1
15 (c)		New Kingdom Egypt	H1.2, H3.1
15 (d)		New Kingdom Egypt	H1.2, H3.1
15 (e)		New Kingdom Egypt	H1.2, H3.1, H4.2
16 (a)		Assyrian Society	H1.2, H3.1
16 (b)		Assyrian Society	H1.2, H3.1
16 (c)		Assyrian Society	H1.2, H3.1
16 (d)		Assyrian Society	H1.2, H3.1
16 (e)		Assyrian Society	H1.2, H3.1, H4.2
17 (a)		Society in Israel	H1.2, H3.1
17 (b)		Society in Israel	H1.2, H3.1
17 (c)		Society in Israel	H1.2, H3.1
17 (d)		Society in Israel	H1.2, H3.1
17 (e)		Society in Israel	H1.2, H3.1, H4.2

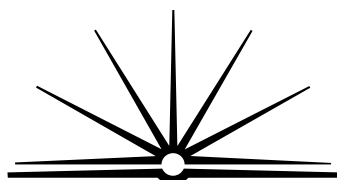
Question	Marks	Content	Syllabus outcomes
18 (a)		Persian Society	H1.2, H3.1
18 (b)		Persian Society	H1.2, H3.1
18 (c)		Persian Society	H1.2, H3.1
18 (d)		Persian Society	H1.2, H3.1
18 (e)		Persian Society	H1.2, H3.1, H4.2
19 (a)		Minoan Society	H1.2, H3.1
19 (b)		Minoan Society	H1.2, H3.1
19 (c)		Minoan Society	H1.2, H3.1
19 (d)		Minoan Society	H1.2, H3.1
19 (e)		Minoan Society	H1.2, H3.1, H4.2
20 (a)		Mycenaean Society	H1.2, H3.1
20 (b)		Mycenaean Society	H1.2, H3.1
20 (c)		Mycenaean Society	H1.2, H3.1
20 (d)		Mycenaean Society	H1.2, H3.1
20 (e)		Mycenaean Society	H1.2, H3.1, H4.2
21 (a)		Spartan Society	H1.2, H3.1
21 (b)		Spartan Society	H1.2, H3.1
21 (c)		Spartan Society	H1.2, H3.1
21 (d)		Spartan Society	H1.2, H3.1
21 (e)		Spartan Society	H1.2, H3.1, H4.2
22 (a)		Athenian Society in the time of Pericles	H1.2, H3.1
22 (b)		Athenian Society in the time of Pericles	H1.2, H3.1
22 (c)		Athenian Society in the time of Pericles	H1.2, H3.1
22 (d)		Athenian Society in the time of Pericles	H1.2, H3.1
22 (e)		Athenian Society in the time of Pericles	H1.2, H3.1, H4.2
23 (a)		Roman Society in the time of Cicero	H1.2, H3.1
23 (b)		Roman Society in the time of Cicero	H1.2, H3.1
23 (c)		Roman Society in the time of Cicero	H1.2, H3.1
23 (d)		Roman Society in the time of Cicero	H1.2, H3.1
23 (e)		Roman Society in the time of Cicero	H1.2, H3.1, H4.2

Question	Marks	Content	Syllabus outcomes
24 (a)		Roman Society from Augustus to Titus	H1.2, H3.1
24 (b)		Roman Society from Augustus to Titus	H1.2, H3.1
24 (c)		Roman Society from Augustus to Titus	H1.2, H3.1
24 (d)		Roman Society from Augustus to Titus	H1.2, H3.1
24 (e)		Roman Society from Augustus to Titus	H1.2, H3.1, H4.2
25 (a)		Roman Society in the Fourth Century AD	H1.2, H3.1
25 (b)		Roman Society in the Fourth Century AD	H1.2, H3.1
25 (c)		Roman Society in the Fourth Century AD	H1.2, H3.1
25 (d)		Roman Society in the Fourth Century AD	H1.2, H3.1
25 (e)		Roman Society in the Fourth Century AD	H1.2, H3.1, H4.2
Section III — Historical Periods			
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 Thutmose IV	H1.1, H2.1, H3.1, H4.2, H6.1
28 (b)	25	New Kingdom Egypt to Thutmose IV	H1.1, H2.1, H3.1, H4.2, H6.1
29 (a)	25	New Kingdom Egypt from Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
2–6	25	New Kingdom Egypt from Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
30 (a)	25	Assyria from Tiglath-Pileser I to Tiglath-Pileser III	H1.1, H2.1, H3.1, H4.2, H6.1
30 (b)	25	Assyria from Tiglath-Pileser I to Tiglath-Pileser III	H1.1, H2.1, H3.1, H4.2, H6.1
31 (a)	25	Assyria from Sargon II to the Fall of Nineveh	H1.1, H2.1, H3.1, H4.2, H6.1
31 (b)	25	Assyria from Sargon II to the Fall of Nineveh	H1.1, H2.1, H3.1, H4.2, H6.1
32 (a)	25	Israel and Judah	H1.1, H2.1, H3.1, H4.2, H6.1
32 (b)	25	Israel and Judah	H1.1, H2.1, H3.1, H4.2, H6.1
33 (a)	25	Persia from Cyrus II to Darius III	H1.1, H2.1, H3.1, H4.2, H6.1
33 (b)	25	Persia from 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	Fourth Century Greece	H1.1, H2.1, H3.1, H4.2, H6.1

Question	Marks	Content	Syllabus outcomes
37 (b)	25	Fourth Century 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	The Fall of the Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
41 (b)	25	The Fall of the Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
42 (a)	25	Augustus and the Julio–Claudians	H1.1, H2.1, H3.1, H4.2, H6.1
42 (b)	25	Augustus and the 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
Section IV — Additional Historical Period or Additional Ancient Society			
Historical Periods			
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 Thutmose IV	H1.1, H2.1, H3.1, H4.2, H6.1
47 (b)	25	New Kingdom Egypt to Thutmose IV	H1.1, H2.1, H3.1, H4.2, H6.1
48 (a)	25	New Kingdom Egypt from Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
48 (b)	25	New Kingdom Egypt from Amenhotep III to Ramesses II	H1.1, H2.1, H3.1, H4.2, H6.1
49 (a)	25	Assyria from Tiglath-Pileser I to Tiglath-Pileser III	H1.1, H2.1, H3.1, H4.2, H6.1
49 (b)	25	Assyria from Tiglath-Pileser I to Tiglath-Pileser III	H1.1, H2.1, H3.1, H4.2, H6.1
50 (a)	25	Assyria from Sargon II to the Fall of Nineveh	H1.1, H2.1, H3.1, H4.2, H6.1
50 (b)	25	Assyria from Sargon II to the Fall of Nineveh	H1.1, H2.1, H3.1, H4.2, H6.1
51 (a)	25	Israel and Judah	H1.1, H2.1, H3.1, H4.2, H6.1
51 (b)	25	Israel and Judah	H1.1, H2.1, H3.1, H4.2, H6.1
52 (a)	25	Persia from Cyrus II to Darius III	H1.1, H2.1, H3.1, H4.2, H6.1
52 (b)	25	Persia from 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

Question	Marks	Content	Syllabus outcomes
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	Fourth Century Greece	H1.1, H2.1, H3.1, H4.2, H6.1
56 (b)	25	Fourth Century 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
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	The Fall of the Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
60 (b)	25	The Fall of the Roman Republic	H1.1, H2.1, H3.1, H4.2, H6.1
61 (a)	25	Augustus and the Julio–Claudians	H1.1, H2.1, H3.1, H4.2, H6.1
61 (b)	25	Augustus and the 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
2–6	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
Section IV — Additional Historical Period or Additional Ancient Society			
Ancient Societies			
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	Persian Society	H1.2, H3.1, H4.2, H6.1
69 (b)	25	Persian Society	H1.2, H3.1, H4.2, H6.1
70 (a)	25	Minoan Society	H1.2, H3.1, H4.2, H6.1

Question	Marks	Content	Syllabus outcomes
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 in the time of Pericles	H1.2, H3.1, H4.2, H6.1
73 (b)	25	Athenian Society in the time of Pericles	H1.2, H3.1, H4.2, H6.1
74 (a)	25	Roman Society in the time of Cicero	H1.2, H3.1, H4.2, H6.1
74 (b)	25	Roman Society in the time of Cicero	H1.2, H3.1, H4.2, H6.1
75 (a)	25	Roman Society from Augustus to Titus	H1.2, H3.1, H4.2, H6.1
75 (b)	25	Roman Society from Augustus to Titus	H1.2, H3.1, H4.2, H6.1
76 (a)	25	Roman Society in the Fourth Century AD	H1.2, H3.1, H4.2, H6.1
76 (b)	25	Roman Society in the Fourth Century AD	H1.2, H3.1, H4.2, H6.1



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

2004 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
• Indicates the main features of Hatshepsut's rise to prominence	4–5
• Indicates some features of Hatshepsut's rise to prominence	2–3
• Mentions one feature of Hatshepsut's rise to prominence	1

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

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

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

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

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

Criteria	Marks
• Indicates the main features of Akhenaten's rise to prominence	4–5
• Indicates some features of Akhenaten's rise to prominence	2–3
• Mentions one feature of Akhenaten's rise to prominence	1

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

Criteria	Marks
• Makes the relationship between Akhenaten and Nefertiti clearly evident using specific examples • Develops a coherent response using terms and concepts accurately	8–10
• Makes the relationship between Akhenaten and Nefertiti evident using some examples • Develops a response using appropriate terms and concepts	6–7
• Describes the relationship between Akhenaten and Nefertiti • Uses some appropriate terms and concepts	4–5
• Makes some points about the relationship between Akhenaten and Nefertiti	2–3
• Makes one relevant point about the relationship between Akhenaten and Nefertiti	1

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

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

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

Criteria	Marks
• Indicates the main features of Ramesses II's rise to prominence	4–5
• Indicates some features of Ramesses II's rise to prominence	2–3
• Mentions one feature of Ramesses II's rise to prominence	1

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

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

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

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

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

Criteria	Marks
• Indicates the main features of Sennacherib's rise to prominence	4–5
• Indicates some features of Sennacherib's rise to prominence	2–3
• Mentions one feature of Sennacherib's rise to prominence	1

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

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

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

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

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

Criteria	Marks
• Indicates the main features of Jezebel's rise to prominence	4–5
• Indicates some features of Jezebel's rise to prominence	2–3
• Mentions one feature of Jezebel's rise to prominence	1

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

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

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

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

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

Criteria	Marks
• Indicates the main features of Xerxes' rise to prominence	4–5
• Indicates some features of Xerxes' rise to prominence	2–3
• Mentions one feature of Xerxes' rise to prominence	1

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

Criteria	Marks
• Clearly provides why and/or how Xerxes invaded the Greek mainland • Develops a coherent response using terms and concepts accurately	8–10
• Provides why and/or how Xerxes invaded the Greek mainland • Develops a response using appropriate terms and concepts	6–7
• Describes Xerxes' invasion of the Greek mainland • Uses some appropriate terms and concepts	4–5
• Makes some points about Xerxes' invasion of the Greek mainland	2–3
• Makes one relevant point about Xerxes' invasion of the Greek mainland	1

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

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

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

Criteria	Marks
• Indicates the main features of Pericles' rise to prominence	4–5
• Indicates some features of Pericles' rise to prominence	2–3
• Mentions one feature of Pericles' rise to prominence	1

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

Criteria	Marks
• Makes Pericles' political alliances and rivalries clearly evident using specific examples • Develops a coherent response using terms and concepts accurately	8–10
• Makes Pericles' political alliances and rivalries evident using some examples • Develops a response using appropriate terms and concepts	6–7
• Describes Pericles' political alliances and rivalries • Uses some appropriate terms and concepts	4–5
• Makes some points about Pericles' political alliances and rivalries	2–3
• Makes one relevant point about Pericles' political alliances and rivalries	1

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

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

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

Criteria	Marks
• Indicates the main features of Alexander the Great's rise to prominence	4–5
• Indicates some features of Alexander the Great's rise to prominence	2–3
• Mentions one feature of Alexander the Great's rise to prominence	1

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

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

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

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

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

Criteria	Marks
• Indicates the main features of Cleopatra VII's rise to prominence	4–5
• Indicates some features of Cleopatra VII's rise to prominence	2–3
• Mentions one feature of Cleopatra VII's rise to prominence	1

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

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

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

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

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

Criteria	Marks
• Indicates the main features of Scipio Africanus' rise to prominence	4–5
• Indicates some features of Scipio Africanus' rise to prominence	2–3
• Mentions one feature of Scipio Africanus' rise to prominence	1

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

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

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

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

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

Criteria	Marks
• Indicates the main features of Julius Caesar's rise to prominence	4–5
• Indicates some features of Julius Caesar's rise to prominence	2–3
• Mentions one feature of Julius Caesar's rise to prominence	1

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

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

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

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

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

Criteria	Marks
• Indicates the main features of Agrippina the Younger's rise to prominence	4–5
• Indicates some features of Agrippina the Younger's rise to prominence	2–3
• Mentions one feature of Agrippina the Younger's rise to prominence	1

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

Criteria	Marks
• Makes Agrippina the Younger's relationship with Seneca, Burrus and imperial freedmen clearly evident using specific examples • Develops a coherent response using terms and concepts accurately	8–10
• Makes Agrippina the Younger's relationship with Seneca, Burrus and imperial freedmen evident using some examples • Develops a response using appropriate terms and concepts	6–7
• Describes Agrippina the Younger's relationship with Seneca, Burrus and imperial freedmen • Uses some appropriate terms and concepts	4–5
• Makes some points about Agrippina the Younger's relationship with Seneca, Burrus and imperial freedmen	2–3
• Makes one relevant point about Agrippina the Younger's relationship with Seneca, Burrus and imperial freedmen	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent judgement of the influence of Agrippina the Younger in her lifetime• Supports with reference to relevant sources and specific examples	8–10
<ul style="list-style-type: none">• Provides some judgement of the influence of Agrippina the Younger in her lifetime• Supports with reference to some sources and some examples	6–7
<ul style="list-style-type: none">• Provides a general description of the influence of Agrippina the Younger in her lifetime• May mention some sources	4–5
<ul style="list-style-type: none">• Provides some description of Agrippina the Younger in her lifetime	2–3
<ul style="list-style-type: none">• Makes one relevant point about Agrippina the Younger in her lifetime	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 kings in this period	2
• Names ONE king in this period	1

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

Criteria	Marks
• Makes TWO relevant points about Re (Ra)	2
• Makes ONE relevant point about Re (Ra)	1

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

Criteria	Marks
• Accurately indicates the features of a range of vizier's roles in Old Kingdom society	4–5
• Indicates some features of roles of a vizier in Old Kingdom society	2–3
• Identifies one role of a vizier in Old Kingdom society	1

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

Criteria	Marks
<ul style="list-style-type: none">• Accurately provides the main characteristics and features of the economy in Old Kingdom society	5–6
<ul style="list-style-type: none">• Provides some characteristics and features of the economy in Old Kingdom society	3–4
<ul style="list-style-type: none">• Makes one or two points about the economy in Old Kingdom society	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Makes the significance of pyramid complexes in Old Kingdom Egypt clearly evident using a range of examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the significance of pyramid complexes in Old Kingdom Egypt evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the pyramid complexes in Old Kingdom Egypt• Refers to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes some relevant points about the pyramid complexes in Old Kingdom Egypt• May refer to the source or other evidence	2–3
<ul style="list-style-type: none">• Makes one relevant point about the pyramid complexes 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 kings in this period	2
• Names ONE king in this period	1

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

Criteria	Marks
• Makes TWO relevant points about the corvee system	2
• Makes ONE relevant point about the corvee system	1

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

Criteria	Marks
• Accurately indicates the features of a range of women's roles in Middle Kingdom Egypt	4–5
• Indicates some features of roles of women in Middle Kingdom society	2–3
• Identifies one role of women in Middle Kingdom society	1

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

Criteria	Marks
• Accurately provides the main characteristics and features of literature in this period	5–6
• Provides some characteristics and features of literature in this period	3–4
• Makes one or two points about literature in this period	1–2

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

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

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

Criteria	Marks
• Names TWO buildings in this period	2
• Names ONE building in this period	1

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

Criteria	Marks
• Makes TWO relevant points about the Valley of the Kings	2
• Makes ONE relevant point about the Valley of the Kings	1

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

Criteria	Marks
• Accurately indicates a range of features of Ramesside imperial bureaucracy	4–5
• Indicates some features of Ramesside imperial bureaucracy	2–3
• Identifies one feature of Ramesside imperial bureaucracy	1

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

Criteria	Marks
• Accurately provides the main characteristics and features of the importance of the Ramesside army	5–6
• Provides some characteristics and features of the importance of the Ramesside army	3–4
• Makes one or two points about the Ramesside army	1–2

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

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

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

Question 16 (a)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Names TWO Assyrian kings in this period	2
• Names ONE Assyrian king in this period	1

Question 16 (b)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Makes TWO relevant points about Marduk of Babylon	2
• Makes ONE relevant point about Marduk of Babylon	1

Question 16 (c)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Accurately indicates a range of administrative features of the Assyrian Empire	4–5
• Indicates some administrative features of the Assyrian Empire	2–3
• Identifies one administrative feature of the Assyrian Empire	1

Question 16 (d)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Accurately provides the main characteristics and features of the treatment of conquered peoples in this period	5–6
• Provides some characteristics and features of the treatment of conquered peoples in this period	3–4
• Makes one or two points about the treatment of conquered peoples in this period	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Makes the significance of royal cities in the Sargonid period clearly evident using a range of examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the significance of royal cities in the Sargonid period evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes royal cities in the Sargonid period• Refers to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes some relevant points about royal cities in the Sargonid period• May refer to the source or other evidence	2–3
<ul style="list-style-type: none">• Makes one relevant point about royal cities 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 fortified palace settlements in ancient Israel	2
• Names ONE fortified palace settlement in ancient Israel	1

Question 17 (b)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

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

Question 17 (c)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the features of a range of women's roles in ancient Israel	4–5
• Indicates some features of the roles of women in ancient Israel	2–3
• Identifies one role of women in ancient Israel	1

Question 17 (d)

Outcomes assessed: H1.2, H3.1

MARKING GUIDELINES

Criteria	Marks
• Accurately provides the main characteristics and features of trade with Phoenicia in this period	5–6
• Provides some characteristics and features of trade with Phoenicia in this period	3–4
• Makes one or two points about trade with Phoenicia in this period	1–2

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

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

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

Criteria	Marks
• Names TWO Persian provinces in this period	2
• Names ONE Persian province in this period	1

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

Criteria	Marks
• Makes TWO relevant points about the Royal Road	2
• Makes ONE relevant point about the Royal Road	1

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

Criteria	Marks
• Accurately indicates a range of features of ONE Persian building	4–5
• Indicates some features of ONE Persian building	2–3
• Identifies one feature of ONE Persian building	1

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

Criteria	Marks
• Accurately provides the main characteristics and features of the Persian army during this period	5–6
• Provides some characteristics and features of the Persian army during this period	3–4
• Makes one or two points about the Persian army during this period	1–2

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

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

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

Criteria	Marks
• Names TWO geographical features of Minoan Crete	2
• Names ONE geographical feature of Minoan Crete	1

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

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

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

Criteria	Marks
• Accurately indicates the features of a range of the main occupations in Minoan society	4–5
• Indicates some features of the main occupations in Minoan society	2–3
• Identifies one main occupation in Minoan society	1

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

Criteria	Marks
• Accurately provides the main characteristics and features of Minoan frescoes	5–6
• Provides some characteristics and features of Minoan frescoes	3–4
• Makes one or two points about Minoan frescoes	1–2

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

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

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

Criteria	Marks
• Names TWO architectural features of palaces of this period	2
• Names ONE architectural feature of palaces of this period	1

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

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

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

Criteria	Marks
• Accurately indicates the features of a range of the main forms of art in Mycenaean society	4–5
• Indicates some features of the main forms of art in Mycenaean society	2–3
• Identifies one main form of art in Mycenaean society	1

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

Criteria	Marks
• Accurately provides the main characteristics and features of warfare in Mycenaean society	5–6
• Provides some characteristics and features of warfare in Mycenaean society	3–4
• Makes one or two points about warfare in Mycenaean society	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Makes the significance of the palace economy in Mycenaean society clearly evident using a range of examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the significance of the palace economy in Mycenaean society evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the palace economy in Mycenaean society• Refers to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes some relevant points about the palace economy in Mycenaean society• May refer to the source or other evidence	2–3
<ul style="list-style-type: none">• Makes one relevant point about the palace economy in Mycenaean society	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 Spartan festivals	2
• Names ONE Spartan festival	1

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

Criteria	Marks
• Makes TWO relevant points about the military elite	2
• Makes ONE relevant point about the military elite	1

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

Criteria	Marks
• Accurately indicates the main features of Spartan land ownership and inheritance	4–5
• Indicates some features of Spartan land ownership and inheritance	2–3
• Identifies one main feature of Spartan land ownership and inheritance	1

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

Criteria	Marks
• Accurately provides the main characteristics and features of the roles and privileges of Spartan kings	5–6
• Provides some characteristics and features of the roles and privileges of Spartan kings	3–4
• Makes one or two points about the roles and privileges of Spartan kings	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Makes the significance of the Spartan educational system clearly evident using a range of examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the significance of the Spartan educational system evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the Spartan educational system• Refers to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes some relevant points about the Spartan educational system• May refer to the source or other evidence	2–3
<ul style="list-style-type: none">• Makes one relevant point about the Spartan educational system	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 Greek industries in Periclean Athens	2
• Names ONE Greek industry in Periclean Athens	1

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

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

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

Criteria	Marks
• Accurately indicates the features of a range of metics' roles in Athenian society	4–5
• Indicates some features of metics' roles in Athenian society	2–3
• Identifies one role of metics in Athenian society	1

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

Criteria	Marks
• Accurately provides the main characteristics and features of Athenian architecture	5–6
• Provides some characteristics and features of Athenian architecture	3–4
• Makes one or two points about Athenian architecture	1–2

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

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

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

Criteria	Marks
• Names TWO social groups in Roman society in time of Cicero	2
• Names ONE social group in Roman society in the time of Cicero	1

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

Criteria	Marks
• Makes TWO relevant points about a province in the time of Cicero	2
• Makes ONE relevant point about a province in the time of Cicero	1

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

Criteria	Marks
• Accurately indicates the features of a range of funerary customs in the time of Cicero	4–5
• Indicates some features of funerary customs in the time of Cicero	2–3
• Identifies one funerary custom in the time of Cicero	1

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

Criteria	Marks
• Accurately provides the main characteristics and features of Roman housing	5–6
• Provides some characteristics and features of Roman housing	3–4
• Makes one or two points about Roman housing	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Makes the significance of the Roman Forum in this period clearly evident using a range of examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the significance of the Roman Forum in this period evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the Roman Forum in this period• Refers to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes some relevant points about the Roman Forum in this period• May refer to the source or other evidence	2–3
<ul style="list-style-type: none">• Makes one relevant point about the Roman Forum in this period	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 features of Roman government in this time	2
• Names ONE feature of Roman government in this time	1

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

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

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

Criteria	Marks
• Accurately indicates the features of a range of military roles in this period	4–5
• Indicates some features of military roles in this period	2–3
• Identifies one military role in this period	1

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

Criteria	Marks
• Accurately provides the main characteristics of the leisure activities in Rome during this period	5–6
• Provides some characteristics and features of leisure activities in Rome during this period	3–4
• Makes one or two points about leisure activities in Rome during this period	1–2

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

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

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

Criteria	Marks
• Names TWO Roman emperors in this period	2
• Names ONE Roman emperor in this period	1

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

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

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

Criteria	Marks
• Accurately indicates the features of a range of imperial women's roles	4–5
• Indicates some features of imperial women's roles	2–3
• Identifies one role of imperial women	1

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

Criteria	Marks
• Accurately provides the main characteristics and features of the funerary customs of Christians at this time	5–6
• Provides some characteristics and features of funerary customs of Christians at this time	3–4
• Makes one or two points about the funerary customs of Christians at this time	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Makes the significance of the imperial bureaucracy in the fourth century A.D. clearly evident using a range of examples• Refers closely to the source and other evidence	8–10
<ul style="list-style-type: none">• Makes the significance of the imperial bureaucracy in the fourth century A.D. evident using some examples• Refers to the source and other evidence	6–7
<ul style="list-style-type: none">• Describes the imperial bureaucracy in the fourth century A.D.• Refers to the source or other evidence	4–5
<ul style="list-style-type: none">• Makes some relevant points about the imperial bureaucracy in the fourth century A.D.• May refer to the source or other evidence	2–3
<ul style="list-style-type: none">• Makes one relevant point about the imperial bureaucracy in the fourth century A.D.	1

Section III — Historical Periods

Questions 26 (a), 26 (b), 27 (a), 27 (b), 30 (a), 31 (a), 32 (b), 33 (a), 33 (b), 34 (b), 38 (a), 40 (a), 41 (b), 42 (b), 43 (a)

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

MARKING GUIDELINES

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

Section III — Historical Periods

Questions 28 (a), 29 (a), 30 (b), 31 (b), 32 (a), 34 (a), 35 (a), 35 (b), 36 (a), 36 (b), 37 (a), 37 (b), 38 (b), 39 (a), 39 (b), 41 (a), 42 (a), 43 (b), 44 (a), 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 a sustained, logical and well-structured explanation of why and/or how individuals, groups, events, institutions, forces and ideas are related Accurate and detailed knowledge of individuals, groups, events and ideas Supports the response with detailed and accurate information from relevant sources; may analyse and evaluate sources Uses a range of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> Provides a sustained, logical explanation of why and/or how individuals, groups, events, institutions, forces and ideas are related Detailed knowledge of individuals, groups, events and ideas Supports the response with information from relevant sources; may analyse sources Uses appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> Provides some explanation of why and/or how individuals, groups, events, institutions, forces and ideas are related Some knowledge of individuals, groups, events and ideas Supports the response with some information from relevant sources Uses some appropriate 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 Basic knowledge of individuals, groups, events and ideas May support the response with basic information from relevant sources Basic use of appropriate terms and concepts 	6–10
<ul style="list-style-type: none"> Very limited description why and/or how individuals, groups, events, institutions, forces and ideas are related Very limited knowledge of individuals, groups, events and ideas Very little support from relevant sources Very limited use of appropriate terms and concepts 	1–5

Section III — Historical Periods

Questions 28 (b), 29 (b), 40 (b)

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

MARKING GUIDELINES

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

Section IV — Additional Historical Periods

Questions 45 (a), 46 (a), 48 (a), 48 (b), 49 (a), 50 (a), 53 (b), 54 (a), 55 (a), 57 (a), 58 (a), 59 (a), 60 (b), 62 (a), 63 (a), 63 (b)

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

MARKING GUIDELINES

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

Section IV — Additional Historical Periods

Questions 45 (b), 46 (b), 47 (a), 47 (b), 49 (b), 50 (b), 51 (a), 51 (b), 52 (a), 52 (b), 53 (a), 54 (b), 55 (b), 56 (a), 56 (b), 57 (b), 58 (b), 59 (b), 60 (a), 61 (a), 61 (b), 62 (b)

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

MARKING GUIDELINES

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

Section IV — Additional Societies

Questions 64–76

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

MARKING GUIDELINES

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