

**2006 HSC Notes from
the Marking Centre
Ancient History**

© 2007 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

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

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

When you access the Material you agree:

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

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

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

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

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

ISBN 978 174147 4664

2007001

Contents

Introduction	4
SECTION I: CORE.....	5
SECTION II: ANCIENT SOCIETIES.....	7
SECTION III: PERSONALITIES IN THEIR TIMES	10
SECTION IV: HISTORICAL PERIODS	13

2006 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 responses to the 2006 Higher School Certificate examination of 2006, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

This document should be read along with the 2004 syllabus, the 2006 specimen paper, the 2006 HSC examination paper, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Ancient History.

General Comments

In 2006, the revised Ancient History syllabus was examined for the first time. This examination was divided into four sections: Section I (the new Core) – Cities of Vesuvius: Pompeii and Herculaneum; Section II – Ancient Societies; Section III – Personalities in Their Times; and Section IV – Historical Periods.

The examiners noted there were far fewer errant or ‘illegal’ responses compared to previous years, due largely to the new structure of the examination. However, it was concerning to note that quite a large number of candidates – and in some cases what appeared to be more able candidates – did well in three of the four sections, faltering in the last section apparently through lack of time.

Teachers need to advise candidates about how long an answer has to be to satisfy the mark requirement. For some short responses, candidates were writing far too much and clearly going over the recommended time limits. This meant that their other attempts in the later sections were truncated and their possible mark in that section was affected. Best practice is to be guided by the mark limits and by attempting to answer the set question rather than giving much interesting yet superfluous information.

SECTION I: CORE

Cities of Vesuvius – Pompeii and Herculaneum

General Comments

The core topic ‘Cities of Vesuvius – Pompeii and Herculaneum’ is worth 25% of the total examination mark and all questions in this section are answered in the space provided on the examination paper. In the 2006 examination Section 1 contained three separate source-based questions of increasing difficulty.

Most responses used the source material provided and in the best responses candidates drew on their own knowledge and a range of supplementary source material.

Many responses to Question 3 gained full marks without going beyond the space provided in the examination paper. While a significant number of responses used a second writing booklet, this was not necessary, nor was it a guarantee of full marks. Candidates need to allocate time appropriately to each question in Section 1. Each section of the examination is designed to be answered in no more than 45 minutes. In Section 1 the amount of time given to each question should be proportionate to the mark value for each question. For example in 2006 Question 3 was worth 10 marks; it is expected that candidates would spend approximately 18-20 minutes on this response. However it is possible that this question could be worth up to 12 marks in future exams and as such should have a few more minutes allocated to it.

Each year that ‘Cities of Vesuvius – Pompeii and Herculaneum’ is examined in the HSC, questions will focus only on parts of the entire topic; some will be specific and narrow. This is necessary due to the nature of the 45-minute response required. Candidates cannot afford to prepare only part of the syllabus. Nor should candidates feel that they have to write on all aspects of the syllabus, in particular those that are not part of the question focus. All responses should be specifically targeted to the question asked.

Question 1

- (a) Most candidates answered this question correctly.
- (b) Candidates were asked to ‘List TWO effects’ however some wrote much more than a list, taking up valuable time that could have been used on other questions.
- (c) The best responses were able to use the source in accurately describing how food was prepared and sold. Some candidates had limited awareness of what the source was, while others did not refer to the source at all. It is important to note that reference to the source is essential. Answers do not have to be confined to the source, but it must be utilised in the response.

Question 2

Most candidates utilised the source effectively and were able to answer the question in the space provided. The best responses were able to explain the importance of the forum. Average to above average answers offered detailed descriptions of the forum and used the source systematically and thoroughly, but struggled to explain its importance. Below average responses did not exhaust the amount of information available in the source, while the weakest responses did not know what a forum was, some mistaking it for a public building or house.

Question 3

This was the most challenging question in Section 1. The weakest responses were unable to demonstrate understanding of new technology or methodology and made no use of the source; instead their answers tended to be creative and speculative. Average responses outlined, sometimes in great detail, the various methodologies and technologies used at the site over the centuries; some struggled to come to terms with the word ‘new’ in the task. Above average responses wrote solidly on new methodology and technology and tried to link it to our understanding of everyday life in Pompeii and Herculaneum, but tended to do this in either a limited or general manner. The best responses avoided long and unnecessary background information; rather they directed their answers explicitly to the task of explaining how new methodology and technology help us to understand everyday life in Pompeii and Herculaneum. They used a range of information, including that provided in the source, and targeted this to our understanding of everyday life, without unnecessary detail.

SECTION II: ANCIENT SOCIETIES

General Comments

The vast majority of candidates attempted:

- Question 5 – Egypt: Society in New Kingdom Egypt to the Death of Amenhotep III
- Question 6 – Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX
- Question 10 – Greece: The Bronze Age – Society in Minoan Crete
- Question 12 – Greece: Spartan Society to the Battle of Leuctra, 371 BC
- Question 13 – Greece: Athenian Society in the time of Pericles.

Question 12 was the most popular question attempted.

It is important to emphasise that candidates must study all items set down for a particular society in the syllabus. It was evident that in certain cases candidates did not expect questions requiring definitions of objects, eg *shadouf* in Egypt or *larnax* in Minoan Society.

Finally, it needs to be reinforced that points (a) to (d) could be answered without referring to sources. Candidates do add this material (and very well too) but it is possible to gain full marks for each question without using sources. However, in part (e) the candidate must refer to the source given and place it in context, as well as provide other sources of evidence in order to gain maximum marks. It is also important for candidates to understand the key terms used in the question and ensure that they address those terms as required – for example ‘significance’ and ‘role’.

Some candidates are disadvantaging themselves by spending too much time writing excessively long answers to (c) and (d) and thus limiting the length of their response in part (e). The fact that candidates are writing without limit in this section appears to have affected their ability to complete other sections successfully. Candidates need to be aware that if they spend too much time on this section, they may lose marks due to limited responses in other sections.

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

- (a) Most candidates achieved the maximum two marks by naming two religious festivals of the period.
- (b) A great many candidates did not know that a *shadouf* was an irrigation device.
- (c) The majority of candidates answered this question very well. Candidates were easily able to describe the roles of the army and did so, giving detailed accounts and integrating them with the importance of the king as a Warrior Pharaoh. Many candidates also referred to sources.

- (d) Better responses displayed an extensive knowledge of the importance of the king (pharaoh) in New Kingdom Society. In fact, candidates were able to state quite clearly and distinguish between the pharaoh's religious, political, social and military roles. There was also clear reference to relevant sources – both written and archaeological. Many candidates attained full marks.
- (e) This part was handled very well overall and produced some excellent responses. The major concern was that too many candidates, by writing lengthy responses in earlier parts, may not have allowed themselves the time to do justice to this part. The best candidates made excellent use of both written and archaeological evidence, as well as the tomb painting illustrated. The majority of candidates were familiar with Ramesside tomb decorations for both royal and non-royal tombs and were able to distinguish how changes had been introduced since the end of the Amarna Period. Candidates in fact made extensive and accurate reference to the source provided, as well as their own general knowledge about the topic. For instance, many responses pointed out that other deities – particularly Osiris – were now important in the post Amarna Period, rather than just Amun-Re. The better candidates were also able to understand that this part also required a response to the term 'significance' and could stress that in their response.

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

- (a) Most candidates were able to name two Minoan religious symbols correctly.
- (b) Many candidates did not attempt this question. The term *larnax* appears in italics in the syllabus under "Religion, death and burial". This prevented many candidates from gaining full marks in this section of the paper.
- (c) Several candidates had difficulties with the term 'technology'. Once again it is important to cover all syllabus points: technology is listed with a number of examples. Candidates were not limited by these examples and excellent responses covered a wide range of technologies including the use of loom weights, potter's wheel and 'drills' in jewellery making. A point list did not suffice for full marks. The question asked candidates to 'describe'.
- (d) A large number of candidates misread this question, answering on 'palaces' for 'places', or focused entirely on Minoan religion in general or on religious symbols. The syllabus lists five different religious places with which candidates should be familiar. Some candidates failed to address the word 'role' and presented a simple description only. The better responses described the religious places and mentioned the specific activities which took place there eg pillar crypts connected with the pouring of libations.
- (e) There were a number of outstanding responses to this question. Some candidates were able to explain the significance of the palace in Minoan society with reference to both the source and numerous other pieces of evidence including palaces other than Knossos. Some candidates failed to address the word 'significance' and presented purely descriptive responses. Some made no reference to the source or other evidence. Reference to the source and other evidence is an important aspect of this question and must be incorporated to gain higher marks.

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

Question 12 was the most popular question answered in Section II.

- (a) The majority of candidates were able to name two gods/goddesses worshipped at Sparta.
- (b) The majority of candidates were able to identify who Lycurgus was and what was traditionally attributed to him. Some candidates wrote unnecessarily lengthy responses to this question.
- (c) Most responses described the *agoge* but many failed to describe its role in the education of Spartan boys. Many responses were far too long, giving lengthy narratives rather than addressing the question asked. Candidates needed to emphasise the purpose of the *agoge*.
- (d) Most candidates handled this question quite well. Better responses outlined the range of roles: military, religious, judicial and political. Once again many candidates wrote at great length. This is not necessary in this question to gain full marks. Some added great detail on the privileges of the kings, often adding historical examples not needed in a 6-mark question.
- (e) The best responses explained the significance of women in society with reference to the source and a range of evidence. This was essential to achieve higher marks. Better responses looked at the significance of women in a wider sense, covering *helot* and *perioeci* women as well as the wives of *Spartiates*. Many responses were far too long and tended to be narrative with little focus on ‘significance’.

SECTION III: PERSONALITIES IN THEIR TIMES

General Comments

The most popular personalities were Hatshepsut, Agrippina the younger, Akhenaten and Xerxes followed by Julius Caesar, Alexander the Great, Pericles and Ramesses II.

Many candidates wrote responses of appropriate length to part (a). However, some candidates need to interpret the question more carefully to ensure they are addressing the question asked rather than presenting a prepared answer. For example, a part (a) question requiring candidates to describe how a personality became king etc does not need a complete biography.

Candidates should be made aware of the rubrics on the examination paper that outline the criteria for assessment, for example the need to use sources in both the (a) and the (b) sections. Candidates generally displayed a sound knowledge of the variety of relevant sources available for each personality. They were able to integrate them well into their responses. However, some responses for the newer personalities – Hannibal, Tiberius Gracchus etc – showed a limited use of sources particularly in the (a) question.

Candidates need to be reminded that simple name-dropping of sources, whether accurate or inaccurate, will not earn them a mark in the top band. Superior responses were able to integrate the information from their sources to develop their argument/response. This applies to both (a) and (b) responses.

The best responses to the ‘evaluate’ question in part (b) were able to structure an argument which began with a clear judgement in response to the question. These candidates were able to achieve the top marks by consistently making judgements on the various issues relevant to the question throughout the essay. Weaker responses opened and closed with some judgement but lapsed into narrative or description in the body of the response.

Some candidates continue to present prepared answers on ‘achievements’ or ‘legacy’ that were largely irrelevant to the question asked.

Question 14: Hatshepsut

- (a) The best responses focused on the key elements in Hatshepsut’s accession; for example, they referred to her family background and the methods she used to attain the throne. The most frequently cited sources included her Birth and Coronation reliefs and inscriptions.

Weaker responses offered a complete account of her reign and accomplishments with very little reference to or use of relevant sources. A number of candidates confused the key concepts of ‘regency’ and ‘co-regency’. It should also be noted that this part (a) question does not require a detailed analysis and evaluation of sources.

- (b) A large number of candidates had difficulty understanding the concept of ‘foreign policy’. Some candidates confused foreign policy with internal policy. A significant number of candidates who did show an understanding of the concept tended to confine their answer to a detailed description of the Punt campaign, with only a passing reference to any other aspect of Hatshepsut’s foreign policy and little if any attempt at judgement. Better responses were able to provide a sustained evaluation of a range of relevant issues, for example evidence of

military activity in addition to trade. These responses developed their judgements by integrating and evaluating a range of conflicting secondary sources.

Question 15: Akhenaten

- (a) The great majority of candidates demonstrated a sound knowledge of Nefertiti's role in the reign of Akhenaten and were able to use a variety of relevant archaeological and written sources to support their response. Some candidates focused on her importance in the reign rather than the range of roles she played.
- (b) A number of candidates presented a prepared answer evaluating the entire reign of Akhenaten, rather than focusing on the religious developments of his reign. Better responses made clear judgements about the different aspects of his religious reforms in a sustained argument. They were able to support their arguments by integrating both ancient and modern sources. Weaker responses relied on a narrative or descriptive account of the reforms, religious and otherwise, making no attempt at judgement and with limited use of sources. Candidates need to be reminded that narrative and/or descriptive responses to part (b) questions can only be awarded a mark in the bottom bands.

Question 18: Xerxes

- (a) Better responses displayed deep knowledge of Xerxes' succession and the problems and issues associated with it. Stronger responses integrated both archaeological and written sources and were aware of inherent cultural bias within them.

Weaker responses lacked reference to sources completely and demonstrated a limited scope of knowledge on the variety of possible reasons for Xerxes' accession to the throne. Some candidates wrote excessively long responses that lacked coherency.

- (b) In general this question was not answered as well as part (a). It required an understanding of the issues involved and a judgement to be made. Better responses attempted to compare Xerxes' efforts briefly with earlier Persian kings in order to establish an historical context. Reference was made to military activity in the east and in the satrapies that revolted during the early years of his reign.

Judgement tended to focus on assessing Xerxes' territorial gains and often neglected his losses within the empire. Sources were incorporated into the response and were used to advance the candidates' argument.

Weaker responses recounted in great detail Xerxes' invasion of Greece, his preparations and/or the actual battles, but their responses lacked judgement of the success of Xerxes in expanding the empire. Often irrelevant information was included. Candidates need to be made aware that this weakens the coherency of their response.

Question 23: Tiberius Gracchus

- (a) Better responses sustained a coherent argument supported with an accurate analysis of the relevant source material. A deep understanding and knowledge of the primary and secondary source material added to a sophisticated understanding of the main features of the manner and impact of Tiberius Gracchus' death.

Weaker responses simply failed to answer the question asked and some became distracted by a discourse on source reliability. A small number of responses appeared to be prepared answers which did not answer the question. However, as a new personality to Section III, the answers for Tiberius Gracchus were of an exceptional standard and demonstrated candidates' deep understanding and knowledge of the personality.

- (b) Better responses to this question demonstrated a deep understanding and knowledge of the methods used by Tiberius Gracchus to achieve his political reforms. They made excellent use of the appropriate terms and concepts to support their sophisticated understanding of the source material.

Weaker responses merely provided a brief description of the methods used by Tiberius Gracchus without any reference to the sources.

Although the candidature for Tiberius Gracchus was a small one, a significant number of candidates had a detailed knowledge and understanding of the historical period and of the personality of Tiberius Gracchus. The majority of answers for this question were of a very high standard.

Question 25: Agrippina the Younger

- (a) The direct question of "Why?" produced detailed and relevant responses. Most candidates displayed a deep knowledge and understanding of Agrippina and her times, and provided a variety of reasons for her death. A significant number of candidates made good use of both the ancient and modern written sources as well as the archaeological source material to support their answers.

Weaker responses failed to refer to any source material and concentrated on describing the manner in which Agrippina was killed.

- (b) A large number of candidates demonstrated a deep knowledge and understanding of the significance of Agrippina's marriages in her rise to prominence. Better responses sustained a coherent judgement about the importance of each of Agrippina's three marriages, supported by a sophisticated use of both written and archaeological evidence.

Weaker responses provided a brief description of Agrippina's marriages, often only concentrating on her marriage to Claudius, without reference or support from any source material.

SECTION IV: HISTORICAL PERIODS

General Comments

Egypt was the second most popular choice in this section of the paper with Questions 27 and 28 attracting the majority of responses. A small number of candidates attempted the questions on the Old Kingdom. From the Near East, Persia was the popular choice attracting a small number of responses. Very few candidates answered on Israel and Assyria.

Many candidates did not allocate enough time to give justice to the essay answer required. A large number of candidates presented scripts that were extremely short, only one or two paragraphs, and many more wrote less than one page. A large number also attempted both parts (a) and (b) to the question, ignoring the 'OR', and in some cases candidates attempted answers to every question (including parts) set in Section IV.

The best responses paid attention to the terms of the question and were well structured with logical, sustained arguments supported by balanced judgements and evidence from both ancient and modern sources. Better responses were able to evaluate the reliability of the sources cited.

Weaker responses were restricted to a chronological narrative of the period and failed to provide the information relevant to the question. The weakest responses were able to mention only very basic facts about the period, usually with no regard to the question asked.

Candidates had difficulty 'assessing the significance' in questions where this was required. Many candidates struggled with the 'to what extent' question. Teachers and candidates should be aware that questions starting with 'how', 'why' and 'to what extent' can appear, as indicated in the specimen paper.

Egypt

Question 26

- (a) Candidates who attempted this question generally understood that government in the Old Kingdom changed from centralised to decentralised and that the roles and influence of nobles changed accordingly. However, they were challenged by the requirement to assess the change. The best responses were able to identify the changing power of the king and the impact this had on his nobles.

Weaker answers provided a chronological narrative of the Old Kingdom from unification to decline, with little reference to the question.

- (b) The majority of candidates writing on the Old Kingdom answered this question. The best responses identified the religious, political and economic features of the changes in pyramid complexes. However, most candidates gave a chronological description of the pyramids of each dynasty, offering little explanation of changes.

Question 27

- (a) This question attracted the majority of responses in the Egyptian options. Although most candidates had difficulty with the concept of 'reign', the best responses were able to demonstrate a good knowledge of Thutmose III's military, religious and building achievements. Some candidates were able to identify his reign as being significant for the establishment of the 'empire' and the means of maintaining it, as well as for the growth of the Amun cult and its relationships to 'empire'.

Weaker responses gave a descriptive narrative and a list of achievements. The weakest responses presented a few facts or an account of the supposed feud between Thutmose III and Hatshepsut.

- (b) Some excellent responses showed a good understanding of the issues involved in the use of the word 'empire' as well as the features of New Kingdom imperialism and the administration of 'empire'. These responses largely understood the demands of the 'to what extent' instruction. Many candidates ignored the question and presented simple chronological accounts of the establishment of the empire, albeit often supported well with sources. The weakest responses presented short accounts of the period from the expulsion of the Hyksos to Thutmose IV or the Battle of Megiddo with little reference to the question.

Question 28

- (a) Better responses were structured around the areas of importance in Seti's reign: military renaissance, religious changes in response to the Amarna period and establishment of the XIXth Dynasty with links to Amenhotep III. These responses provided coherent judgements about the significance of Seti's reign supported by specific sources.

Weaker responses gave a descriptive narration of Seti's reign, or of the whole Ramesside period.

- (b) Strong responses to this question demonstrated an understanding of the changes in Egypt's relationship with foreign powers, the reasons for the changes and the outcomes.

Weaker responses gave a chronological narration of the period with no reference to change. For some reason many candidates chose to omit Nubia from their explanation, focusing solely on Syria-Palestine.

A large number of candidates still offered outdated interpretations of Akhenaten's foreign policy and demonstrated little or no knowledge of more recent scholarship.

Near East

Persia attracted the greatest number of responses for the Near East topics, while Israel and Assyria attracted very few responses.

Question 31

- (a) The best responses demonstrated an excellent knowledge of the period, detailing the ways in which the Persian Empire under Cyrus was established, expanded and maintained. A range of sources – archaeological, written, ancient and modern – supported accurate evaluations of the various roles played by Cyrus in establishing and consolidating his empire.

Weaker responses merely outlined the development of the empire, giving little attention to the role played by Cyrus. The weakest responses either described Cyrus as king or gave a few basic facts about Cyrus' administration.

- (b) This question was not as popular as (a). The best responses demonstrated detailed knowledge of the reasons for the decline of Persian dominance and accurately explained the underlying causes of this decline. Clear, logical and sustained explanations were correctly supported by evidence – especially the theories of modern writers on Persia. Weaker responses merely detailed the steps in Persian decline with little attention to the 'explanation' aspect of the question and made no reference to sources.

Greece

Question 32

- (a) Significantly fewer candidates attempted this question. Typical responses wrote in general terms about hoplite warfare and could not explain the impact of hoplite warfare on the Greek world in this period.
- (b) This was the more popular of the two questions and the typical response was a solid account of Solon's reforms that uncritically accepted him as the father of Athenian democracy. Better responses concentrated on the political aspects of his reforms while the best responses were able to assess Solon's contribution to the development of Athenian democracy.

Question 33

- (a) This question presented some problems for candidates in assessing the contributions of Miltiades and Leonidas to the course of the Persian Wars. Typical responses described/narrated the battles of Marathon and Thermopylae and the respective roles of the two individuals in the battles (short term). Better responses provided clear judgements of the contribution of individuals to the course of the Persian Wars and demonstrated that they had an effect beyond the specific battles of Marathon and Thermopylae.
- (b) Typical responses tended to provide a narrative of events or activities in the Delian League with some explanation of 'origins' and 'organisation'. Higher range responses provided a sustained, logical and well structured explanation with detailed and accurate information from the sources. These responses demonstrated a clear understanding of 'origins' as well as

‘organisation’ and presented accurate and detailed knowledge of individuals, groups, events and ideas.

Some responses were not balanced in the sense that they had little detail on ‘origins’ and only referred to ‘organisation’ or listed information under ‘organisation’. There was evidence that some candidates were prepared for a ‘transformation of the League to Empire’ question and the most successful were flexible in using the information to demonstrate change in ‘organisation’. Some responses did not use the terms of the question and this made it difficult to distinguish between ‘organisation’, activities and transformation.

Question 34

- (a) Typical responses provided a narrative of events of the Archidamian War without really evaluating its impact. Higher range responses were able to make a judgement on the impact of the Archidamian war on both Athens and Sparta. It was pleasing to note that some candidates were aware of historiographical issues and were able to discuss them competently.
- (b) This was the more popular of the two questions. Better responses provided a sustained, logical and well-structured explanation of why the Athenians were defeated in the Sicilian expedition, with detailed and accurate information from the sources. It was pleasing to note that some candidates were aware of historiographical issues and were able to discuss them competently.

Question 35

- (a) This was the least popular question in the Greek Historical periods. Typical responses provided a narrative on Thebes without assessing its impact on Greek affairs in this period.
- (b) This was the more popular of the two questions. Typical responses provided a narrative about Philip’s changes to Macedonia with particular emphasis on the army. Better responses dealt with a broad range of changes and their impact on Macedonia during this period.

Rome

General Comments

This was the most popular area of the Historical Periods section of the paper, and most candidates produced detailed responses to the questions. A large number of responses contained sustained, logical and well structured arguments, supported with detailed examples and evidence, and a clear understanding of the topic. However, only the better responses made a genuine attempt to answer the question asked. Far too many candidates simply wrote everything they knew on the topic and presented a limited assessment or interpretation. Many candidates relied on what the sources revealed without presenting their own opinions about the issues raised in the question. It is important that candidates use their knowledge to support an argument rather than making simple statements in a conclusion. Reference to source material was also lacking in a large number of responses. Many candidates merely listed different historians and pieces of archaeological evidence without fully understanding them.

Essay writing is an important component of this section. It would be of great benefit to candidates if they had a more formal understanding of essay writing techniques.

Question 36

- (a) Typical responses to this question described the roles of Fabius Maximus and Scipio Africanus with some attempt to show the relative contribution of each man to Rome's victory. Better responses were able to place each man's actions in the context of the overall Roman strategy.
- (b) Only a few responses showed any knowledge of the immediate causes of the Third Punic War. Most candidates provided a descriptive narration of the earlier conflicts between Rome and Carthage and then stated, in a simple sentence, that this was the cause of the war.

Question 37

- (a) There were a number of different approaches to this question. Some responses were confined to the period of the Gracchi, while a significant number merely wrote about the struggle between Marius and Sulla. There was only a vague understanding of the terms *populares* and *optimates* and weaker responses did not mention these terms at all. Better responses were able to show how the struggle between these two groups led to the eventual fall of the Republic.
- (b) Better responses demonstrated an excellent knowledge of Sulla's dictatorship and legislation, assessed its significance, and showed how Sulla attempted to return stability to the Roman state.

Question 38

- (a) Better responses provided a sustained argument which was well supported with reference to specific detail and evidence. They examined a variety of factors causing the outbreak of civil war, both long term and short term, such as the role of client armies, the behaviour of prominent individuals and the Senate. Weaker narrative responses outlined the formation and breakdown of the First Triumvirate with little connection to the causes.

- (b) The standard of responses was high with candidates presenting a detailed description of the individual commands and demonstrating their impact on Pompey's early career and on Roman politics. Weaker responses outlined his career with little assessment and some did not appreciate the technical meaning of 'extraordinary career'.

Question 39

- (a) This was the third most popular choice. Better responses explained the importance of the settlements, including the powers of *maius imperium proconsulare* and *tribunicia potestas*, as the basis for Augustus' power. Weaker responses merely detailed Augustus' social, economic and religious reforms.
- (b) There were many approaches to this question. Weaker responses were limited to the events of the second triumvirate. Better responses argued that both the legions and Praetorian Guard were important in helping Augustus maintain control of both the provinces and the city of Rome. A number of these responses also mentioned the importance of the army in helping to Romanise the provinces.

Question 40

- (a) This was the most popular choice. Better responses provided lengthy descriptions of the reforms and policies of the chosen emperor and attempted to assess their importance. Only the very best distinguished between reforms and policies. A large number of candidates incorrectly wrote about Augustus as the first Julio-Claudian emperor. Teachers are reminded that the syllabus states that the Julio-Claudian dynasty begins with the emperor Tiberius.
- (b) Most responses had little knowledge of the events of AD 69 and many stated that the Julio-Claudians were the emperors of that year. Only the better responses were able to detail the role of the army and Praetorian Guard in helping the emperors of AD 69 gain power. These responses also showed an awareness of weaknesses in the system established by Augustus.

Question 41

- (a) There were few responses to this question. Most merely described the reign of Trajan and provided little awareness of the significance of his reign in establishing peace and prosperity within Rome and the empire.
- (b) Few attempted this question.

Ancient History

2006 HSC Examination Mapping Grid

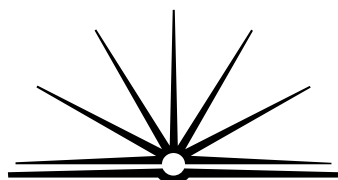
Question	Marks	Content	Syllabus outcomes
Section I — Cities of Vesuvius – Pompeii and Herculaneum			
1 (a)	1	Cities of Vesuvius – Pompeii and Herculaneum	H1.1, H3.1
1 (b)	2	Cities of Vesuvius – Pompeii and Herculaneum	H1.1, H3.1
1 (c)	4	Cities of Vesuvius – Pompeii and Herculaneum	H1.1, H3.1
2	8	Cities of Vesuvius – Pompeii and Herculaneum	H1.1, H3.1, H3.3, H4.1
3	10	Cities of Vesuvius – Pompeii and Herculaneum	H1.1, H3.2, H4.1, H4.2
Section II — Ancient Societies			
4 (a)	2	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1
4 (b)	2	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H4.1
4 (c)	5	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H4.1, H4.2
4 (d)	6	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H2.1, H4.1, H4.2
4 (e)	10	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H2.1, H3.1, H4.1, H4.2
5 (a)	2	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1
5 (b)	2	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H4.1
5 (c)	5	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H4.1, H4.2
5 (d)	6	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H2.1, H4.1, H4.2
5 (e)	10	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H2.1, H3.1, H4.1, H4.2
6 (a)	2	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1
6 (b)	2	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H4.1
6 (c)	5	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H4.1, H4.2
6 (d)	6	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H2.1, H4.1, H4.2
6 (e)	10	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H2.1, H3.1, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
7 (a)	2	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1
7 (b)	2	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H4.1
7 (c)	5	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H4.1, H4.2
7 (d)	6	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H2.1, H4.1, H4.2
7 (e)	10	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H2.1, H3.1, H4.1, H4.2
8 (a)	2	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1
8 (b)	2	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H4.1
8 (c)	5	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H4.1, H4.2
8 (d)	6	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H2.1, H4.1, H4.2
8 (e)	10	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H2.1, H3.1, H4.1, H4.2
9 (a)	2	The Near East: Persian society at the time of Darius and Xerxes	H1.1
9 (b)	2	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H4.1
9 (c)	5	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H4.1, H4.2
9 (d)	6	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H2.1, H4.1, H4.2
9 (e)	10	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H2.1, H3.1, H4.1, H4.2,
10 (a)	2	Greece: The Bronze Age – Society in Minoan Crete	H1.1
10 (b)	2	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H4.1
10 (c)	5	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H4.1, H4.2
10 (d)	6	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H2.1, H4.1, H4.2
10 (e)	10	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H2.1, H3.1, H4.1, H4.2
11 (a)	2	Greece: The Bronze Age – Mycenaean society	H1.1
11 (b)	2	Greece: The Bronze Age – Mycenaean society	H1.1, H4.1
11 (c)	5	Greece: The Bronze Age – Mycenaean society	H1.1, H4.1, H4.2
11 (d)	6	Greece: The Bronze Age – Mycenaean society	H1.1, H2.1, H4.1, H4.2
11 (e)	10	Greece: The Bronze Age – Mycenaean society	H1.1, H2.1, H3.1, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
12 (a)	2	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1
12 (b)	2	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H4.1
12 (c)	5	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H4.1, H4.2
12 (d)	6	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H2.1, H4.1, H4.2
12 (e)	10	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H2.1, H3.1, H4.1, H4.2
13 (a)	2	Greece: Athenian society in the time of Pericles	H1.1
13 (b)	2	Greece: Athenian society in the time of Pericles	H1.1, H4.1
13 (c)	5	Greece: Athenian society in the time of Pericles	H1.1, H4.1, H4.2
13 (d)	6	Greece: Athenian society in the time of Pericles	H1.1, H2.1, H4.1, H4.2
13 (e)	10	Greece: Athenian society in the time of Pericles	H1.1, H2.1, H3.1, H4.1, H4.2
Section III — Personalities in Their Times			
14 (a)	10	Egypt: Hatshepsut	H1.1, H3.1, H4.1, H4.2
14 (b)	15	Egypt: Hatshepsut	H1.1, H2.1, H3.1, H4.1, H4.2
15 (a)	10	Egypt: Akhenaten	H1.1, H3.1, H4.1, H4.2
15 (b)	15	Egypt: Akhenaten	H1.1, H2.1, H3.1, H4.1, H4.2
16 (a)	10	Egypt: Ramesses II	H1.1, H3.1, H4.1, H4.2
16 (b)	15	Egypt: Ramesses II	H1.1, H2.1, H3.1, H4.1, H4.2
17 (a)	10	The Near East: Sennacherib	H1.1, H3.1, H4.1, H4.2
17 (b)	15	The Near East: Sennacherib	H1.1, H2.1, H3.1, H4.1, H4.2
18 (a)	10	The Near East: Xerxes	H1.1, H3.1, H4.1, H4.2
18 (b)	15	The Near East: Xerxes	H1.1, H2.1, H3.1, H4.1, H4.2
19 (a)	10	The Near East: Hannibal	H1.1, H3.1, H4.1, H4.2
19 (b)	15	The Near East: Hannibal	H1.1, H2.1, H3.1, H4.1, H4.2
20 (a)	10	Greece: Pericles	H1.1, H3.1, H4.1, H4.2
20 (b)	15	Greece: Pericles	H1.1, H2.1, H3.1, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
21 (a)	10	Greece: Alexander the Great	H1.1, H3.1, H4.1, H4.2
21 (b)	15	Greece: Alexander the Great	H1.1, H2.1, H3.1, H4.1, H4.2
22 (a)	10	Greece: Cleopatra VII	H1.1, H3.1, H4.1, H4.2
22 (b)	15	Greece: Cleopatra VII	H1.1, H2.1, H3.1, H4.1, H4.2
23 (a)	10	Rome: Tiberius Gracchus	H1.1, H3.1, H4.1, H4.2
23 (b)	15	Rome: Tiberius Gracchus	H1.1, H2.1, H3.1, H4.1, H4.2
24 (a)	10	Rome: Julius Caesar	H1.1, H3.1, H4.1, H4.2
24 (b)	15	Rome: Julius Caesar	H1.1, H2.1, H3.1, H4.1, H4.2
25 (a)	10	Rome: Agrippina the Younger	H1.1, H3.1, H4.1, H4.2
25 (b)	15	Rome: Agrippina the Younger	H1.1, H2.1, H3.1, H4.1, H4.2
Section IV — Historical periods			
26 (a)	25	Egypt: From Unification to the First Intermediate Period	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
26 (b)	25	Egypt: From Unification to the First Intermediate Period	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
27 (a)	25	Egypt: New Kingdom Egypt to the death of Thutmose IV	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
27 (b)	25	Egypt: New Kingdom Egypt to the death of Thutmose IV	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
28 (a)	25	Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
28 (b)	25	Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
29 (a)	25	The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
29 (b)	25	The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
30 (a)	25	The Near East: Israel and Judah from Solomon to the fall of Jerusalem	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
30 (b)	25	The Near East: Israel and Judah from Solomon to the fall of Jerusalem	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
31 (a)	25	The Near East: Persia from Cyrus II to the death of Darius III	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
31 (b)	25	The Near East: Persia from Cyrus II to the death of Darius III	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
32 (a)	25	Greece: The development of the Greek world 800–500 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
32 (b)	25	Greece: The development of the Greek world 800–500 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
33 (a)	25	Greece: The Greek world 500–400 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
33 (b)	25	Greece: The Greek world 500–400 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
34 (a)	25	Greece: The Greek world 446–399 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
34 (b)	25	Greece: The Greek world 446–399 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
35 (a)	25	Greece: Fourth-century Greece to the death of Philip II of Macedon	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
35 (b)	25	Greece: Fourth-century Greece to the death of Philip II of Macedon	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
36 (a)	25	Rome: 264–133 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
36 (b)	25	Rome: 264–133 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
37 (a)	25	Rome: Political revolution in Rome 133–78 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
37 (b)	25	Rome: Political revolution in Rome 133–78 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
38 (a)	25	Rome: The fall of the Republic 78–31 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
38 (b)	25	Rome: The fall of the Republic 78–31 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
39 (a)	25	Rome: The Augustan Age 44 BC – AD 14	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
39 (b)	25	Rome: The Augustan Age 44 BC – AD 14	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
40 (a)	25	Rome: Rome in the time of the Julio-Claudians AD 14–69	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
40 (b)	25	Rome: Rome in the time of the Julio-Claudians AD 14–69	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
41 (a)	25	Rome: The Roman Empire AD 69–235	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
41 (b)	25	Rome: The Roman Empire AD 69–235	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2



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

2006 HSC Ancient History Marking Guidelines

Section I — Cities of Vesuvius – Pompeii and Herculaneum

Question 1 (a)

Outcomes assessed: H1.1, H3.1

MARKING GUIDELINES

Criteria	Marks
• Mentions the eruption of Mt. Vesuvius	1

Question 1 (b)

Outcomes assessed: H1.1, H3.1

MARKING GUIDELINES

Criteria	Marks
• Gives TWO effects of the event on the people	2
• Gives ONE effect of the event on the people	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and accurate description of how food was prepared and sold in Pompeii and Herculaneum• Makes explicit reference to Source 2	4
<ul style="list-style-type: none">• Provides an accurate description of how food was prepared and/or sold in Pompeii and Herculaneum• Refers to Source 2	2–3
<ul style="list-style-type: none">• Describes ONE feature of food preparation or sale in Pompeii and Herculaneum	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a clear, comprehensive and accurate explanation of why the forum was important in Pompeii• Draws evidence from the source provided• Provides a detailed, well-structured response using historical terms and concepts appropriately	7–8
<ul style="list-style-type: none">• Provides a clear and accurate explanation of why the forum was important in Pompeii• Draws some evidence from the source provided• Provides a structured response using historical terms and concepts	5–6
<ul style="list-style-type: none">• Provides some description of the forum in Pompeii• Makes some reference to the source provided• Uses some historical terms	3–4
<ul style="list-style-type: none">• Makes ONE or TWO general points about the forum in Pompeii• May refer to the source provided	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and well-structured response to both parts of the question• Demonstrates sound knowledge of a range of relevant new research methods and technologies and what they have revealed about everyday life in Pompeii and Herculaneum• Integrates information from Source 4 and own knowledge and uses appropriate historical terms and concepts	9–10
<ul style="list-style-type: none">• Provides a well-structured response to both parts of the question• Demonstrates knowledge of a range of relevant new research methods and technologies and/or what they have revealed about everyday life in Pompeii and Herculaneum• Makes reference to Source 4 and own knowledge and uses appropriate historical terms and concepts	7–8
<ul style="list-style-type: none">• Provides a response to both parts of the question• Demonstrates some knowledge of relevant new research methods and technologies and/or what they have revealed about everyday life in Pompeii and Herculaneum• May refer to Source 4 and own knowledge	5–6
<ul style="list-style-type: none">• Describes some relevant new research methods and technologies that have been used in Pompeii and Herculaneum• May mention Source 4. Uses some historical terms	3–4
<ul style="list-style-type: none">• Makes ONE or TWO points about new research methods and technologies that have been used in Pompeii and Herculaneum	1–2

Section II — Ancient Societies

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

Question 4 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Names TWO Old kingdom gods	2
• Names ONE Old Kingdom god	1

Question 4 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

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

Question 4 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of leisure activities of the nobles	4–5
• Identifies some features of the leisure activities of nobles	2–3
• Make ONE relevant point about the leisure activities of the nobles	1

Question 4 (d)

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

MARKING GUIDELINES

Criteria	Marks
• Accurately provides the main features of crafts and industry	5–6
• Provides some features of crafts and industry	3–4
• Makes ONE or TWO relevant points about crafts and industry	1–2

Question 4 (e)

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

MARKING GUIDELINES

Criteria	Marks
• Makes the significance of Old Kingdom myths clearly evident using a range of examples • Refers closely to the source and other evidence	9–10
• Makes the significance of Old Kingdom myths evident using some examples • Refers to the source and other evidence	7–8
• Describes some Old Kingdom myths • Refers to the source or other evidence	5–6
• Makes some relevant points about Old Kingdom myths • May refer to the source or other evidence	3–4
• Makes ONE or TWO relevant points about Old Kingdom myths	1–2

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

Question 5 (a)

Outcomes assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Names TWO religious festivals	2
• Names ONE religious festival	1

Question 5 (b)

Outcomes assessed: H1.1, H4.1

MARKING GUIDELINES

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

Question 5 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Accurately indicates the main features of the importance of the Nile in this period	4–5
• Identifies some features of the importance of the Nile in this period	2–3
• Makes ONE relevant point about the importance of the Nile in this period	1

Question 5 (d)

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

MARKING GUIDELINES

Criteria	Marks
• Accurately provides the main features of the roles of artisans and agricultural workers	5–6
• Provides some features of the role of artisans and agricultural workers	3–4
• Makes ONE or TWO relevant points about artisans and agricultural workers	1–2

Question 5 (e)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the significance of Karnak in New Kingdom Egypt clearly evident using a range of examples• Refers closely to the source and other evidence	9–10
<ul style="list-style-type: none">• Makes the significance of Karnak in New Kingdom Egypt evident using some examples• Refers to the source and other evidence	7–8
<ul style="list-style-type: none">• Describes the significance of Karnak in New Kingdom Egypt• Refers to the source or other evidence	5–6
<ul style="list-style-type: none">• Makes some relevant points about Karnak in New Kingdom Egypt• May refer to the source or other evidence	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about Karnak in New Kingdom Egypt	1–2

Option C — Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX**Question 6 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Names TWO religious festivals	2
• Names ONE religious festival	1

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

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

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

Criteria	Marks
• Accurately indicates the main features of the importance of the roles of the army during this period	4–5
• Identifies some features of the roles of the army during this period	2–3
• Make ONE relevant point about the role of the army during this period	1

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

Criteria	Marks
• Accurately provides the main features of the importance of the king (pharaoh)	5–6
• Provides some features of the importance of the roles of the king (pharaoh)	3–4
• Makes ONE or TWO relevant points about the king	1–2

Question 6 (e)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the significance of tomb decoration in the New Kingdom clearly evident using a range of examples• Refers closely to the source and other evidence	9–10
<ul style="list-style-type: none">• Makes the significance of tomb decoration in the New Kingdom evident using some examples• Refers to the source and other evidence	7–8
<ul style="list-style-type: none">• Describes tomb decoration in the New Kingdom• Refers to the source or other evidence	5–6
<ul style="list-style-type: none">• Makes some relevant points about tomb decoration in the New Kingdom• May refer to the source or other evidence	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about tomb decoration in the New Kingdom	1–2

Option D — The Near East: Assyrian Society from Sargon II to Ashurbanipal**Question 7 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Names TWO Assyrian gods	2
• Names ONE Assyrian god	1

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

Criteria	Marks
• Makes TWO relevant points about the <i>Turtanu</i>	2
• Makes ONE relevant point about the <i>Turtanu</i>	1

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

Criteria	Marks
• Accurately indicates the main features of Assyrian religious architecture	4–5
• Identifies some features of Assyrian religious architecture	2–3
• Makes ONE relevant point about Assyrian religious architecture	1

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

Criteria	Marks
• Accurately provides the main features of the policy of deportation	5–6
• Provides some features of the policy of deportation	3–4
• Makes ONE or TWO relevant points about the policy of deportation	1–2

Question 7 (e)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Makes the significance of the king in Assyrian society clearly evident using a range of examples• Refers closely to the source and other evidence	9–10
<ul style="list-style-type: none">• Makes the significance of the king in Assyrian society evident using some examples• Refers to the source and other evidence	7–8
<ul style="list-style-type: none">• Describes the king in Assyrian society• Refers to the source or other evidence	5–6
<ul style="list-style-type: none">• Makes some relevant points about the king in Assyrian society• May refer to the source or other evidence	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about the king in Assyrian society	1–2

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

Criteria	Marks
• Names TWO countries that traded with Israel	2
• Names ONE country that traded with Israel	1

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

Criteria	Marks
• Makes TWO relevant points about Ba'al	2
• Makes ONE relevant point about Ba'al	1

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

Criteria	Marks
• Accurately indicates the main features of Israelite architecture	4–5
• Identifies some features of Israelite architecture	2–3
• Makes ONE relevant point about Israelite architecture	1

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

Criteria	Marks
• Accurately provides the main features of the roles of the Israelite army	5–6
• Provides some features of the roles of the Israelite army	3–4
• Makes ONE or TWO relevant points about the Israelite army	1–2

Question 8 (e)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the significance of religious places in Israelite society clearly evident using a range of examples• Refers closely to the source and other evidence	9–10
<ul style="list-style-type: none">• Makes the significance of religious places in Israelite society evident using some examples• Refers to the source and other evidence	7–8
<ul style="list-style-type: none">• Describes religious places in Israelite society• Refers to the source or other evidence	5–6
<ul style="list-style-type: none">• Makes some relevant points about religious places in Israelite society• May refer to the source or other evidence	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about religious places in Israelite society	1–2

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

Criteria	Marks
• Names TWO Persian palace complexes	2
• Names ONE Persian Palace complex	1

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

Criteria	Marks
• Makes TWO relevant points about the <i>Magi</i>	2
• Makes ONE relevant point about the <i>Magi</i>	1

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

Criteria	Marks
• Accurately indicates the main features of the Behistan (Behistun) inscription	4–5
• Identifies some features of the Behistan (Behistun) inscription	2–3
• Makes ONE relevant point about the Behistan (Behistun) inscription	1

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

Criteria	Marks
• Accurately provides the main features of the Persian army during this period	5–6
• Provides some features of the Persian army during this period	3–4
• Makes ONE or TWO relevant points about the Persian army during this period	1–2

Question 9 (e)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Makes the significance of art in Persian society during this period clearly evident using a range of examples• Refers closely to the source and other evidence	9–10
<ul style="list-style-type: none">• Makes the significance of art in Persian society evident using some examples• Refers to the source and other evidence	7–8
<ul style="list-style-type: none">• Describes art in Persian society• Refers to the source or other evidence	5–6
<ul style="list-style-type: none">• Makes some relevant points about art in Persian society• May refer to the source or other evidence	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about art in Persian society	1–2

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

Criteria	Marks
• Names TWO Minoan religious symbols	2
• Names ONE Minoan religious symbol	1

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

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

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

Criteria	Marks
• Accurately indicates the main features of the technology employed by the Minoans	4–5
• Identifies some features of the technology of the Minoans	2–3
• Makes ONE relevant point about technology of the Minoans	1

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

Criteria	Marks
• Accurately provides the main features of the roles of Minoan religious places	5–6
• Provides some features of the role of Minoan religious places	3–4
• Makes ONE or TWO relevant points about Minoan religious places	1–2

Question 10 (e)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the significance of the palace in Minoan society clearly evident using a range of examples• Refers closely to the source and other evidence	9–10
<ul style="list-style-type: none">• Makes the significance of the palace in Minoan society evident using some examples• Refers to the source and other evidence	7–8
<ul style="list-style-type: none">• Describes the palace in Minoan society• Refers to the source or other evidence	5–6
<ul style="list-style-type: none">• Makes some relevant points about the palace in Minoan society• May refer to the source or other evidence	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about the palace in Minoan society	1–2

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

Criteria	Marks
• Names TWO types of Mycenaean graves	2
• Names ONE type of Mycenaean grave	1

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

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

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

Criteria	Marks
• Accurately indicates the main features of the role of the military in Mycenaean society	4–5
• Identifies some features of the role of the military in Mycenaean society	2–3
• Make ONE relevant point about the military in Mycenaean society	1

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

Criteria	Marks
• Accurately provides the main features of trade and industry in Mycenaean society	5–6
• Provides some features of trade and industry in Mycenaean society	3–4
• Makes ONE or TWO relevant points about trade and/or industry in Mycenaean society	1–2

Question 11 (e)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the significance of the citadel in Mycenaean society clearly evident using a range of examples• Refers closely to the source and other evidence	9–10
<ul style="list-style-type: none">• Makes the significance of the citadel in Mycenaean society evident using some examples• Refers to the source and other evidence	7–8
<ul style="list-style-type: none">• Describes a Mycenaean citadel• Refers to the source or other evidence	5–6
<ul style="list-style-type: none">• Makes some relevant points about a Mycenaean citadel• May refer to the source or other evidence	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about a Mycenaean citadel	1–2

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

Criteria	Marks
• Names TWO gods/goddesses worshipped at Sparta	2
• Names ONE Spartan god/goddess worshipped at Sparta	1

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

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

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

Criteria	Marks
• Accurately indicates the role of the <i>agoge</i> in the education of Spartan boys	4–5
• Identifies some features of the role of the <i>agoge</i> in the education of Spartan boys	2–3
• Make ONE relevant point about the role of the <i>agoge</i> in the education of Spartan boys	1

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

Criteria	Marks
• Accurately provides the main features of the roles of the Spartan kings	5–6
• Provides some features of the roles of the Spartan kings	3–4
• Makes ONE or TWO relevant points about the Spartan kings	1–2

Question 12 (e)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the significance of women in Spartan society clearly evident using a range of examples• Refers closely to the source and other evidence	9–10
<ul style="list-style-type: none">• Makes the significance of women in Spartan society evident using some examples• Refers to the source and other evidence	7–8
<ul style="list-style-type: none">• Describes women in Spartan society• Refers to the source or other evidence	5–6
<ul style="list-style-type: none">• Makes some relevant points about women in Spartan society• May refer to the source or other evidence	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about women in Spartan society	1–2

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

Criteria	Marks
• Names TWO commercial centres of Athens	2
• Names ONE commercial centre of Athens	1

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

Criteria	Marks
• Makes TWO relevant points about the <i>polis</i>	2
• Makes ONE relevant point about the <i>polis</i>	1

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

Criteria	Marks
• Accurately indicates the main features of marriage customs in Athenian society	4–5
• Identifies some features of marriage customs in Athenian society	2–3
• Makes ONE relevant point about the marriage customs in Athenian society	1

Question 13 (d)*Outcomes assessed: H1.1, H2.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
• Accurately provides the main features of the role of the military in Athenian society	5–6
• Provides some features of the role of the military in Athenian society	3–4
• Makes ONE or TWO relevant points about the military in Athenian society	1–2

Question 13 (e)*Outcomes assessed: H1.1, H2.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes the significance of religion in Athenian society clearly evident using a range of examples• Refers closely to the source and other evidence	9–10
<ul style="list-style-type: none">• Makes the significance of religion in Athenian society evident using some examples• Refers to the source and other evidence	7–8
<ul style="list-style-type: none">• Describes religion in Athenian society• Refers to the source or other evidence	5–6
<ul style="list-style-type: none">• Makes some relevant points about religion in Athenian society• May refer to the source or other evidence	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about religion in Athenian society	1–2

Section III — Personalities in Their Times

Option A — Egypt: Hatsheput

Question 14 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Makes the main features of how Hatshepsut became king (pharaoh) clearly evident using relevant sources• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes the main features of how Hatshepsut became king evident with reference to relevant sources• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Makes some features of how Hatshepsut became king evident• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Describes features of how Hatshepsut became king• Uses some terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about Hatshepsut becoming king	1–2

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

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

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

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Makes the main features of the role of Nefertiti in the reign of Akhenaten clearly evident using relevant sources• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes the main features of the role of Nefertiti in the reign of Akhenaten evident with reference to relevant sources• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Makes some features of the role of Nefertiti in the reign of Akhenaten evident• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Describes features of the role of Nefertiti in the reign of Akhenaten• Uses some terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about Nefertiti	1–2

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

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

Option C — Egypt: Ramesses II

Question 16 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Makes the main features of the role of royal wives in the reign of Ramesses II clearly evident using relevant sources• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes the main features of the role of royal wives in the reign of Ramesses II evident with reference to relevant sources• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Makes some features of the role of royal wives in the reign of Ramesses II evident using examples• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Describes features of the role of royal wives in the reign of Ramesses II• Uses some terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about the royal wives in the reign of Ramesses II	1–2

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

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

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

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Makes the main features of how Sennacherib promoted his religious beliefs clearly evident using relevant sources• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes the main features of how Sennacherib promoted his religious beliefs evident with reference to relevant sources• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Makes some features of how Sennacherib promoted his religious beliefs evident• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Describes some features of Sennacherib’s religious beliefs• Uses some terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about Sennacherib’s religious beliefs	1–2

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

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

Option E — The Near East: Xerxes**Question 18 (a)**

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Makes the main features of how Xerxes became king clearly evident using relevant sources• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes the main features of how Xerxes became king evident with reference to relevant sources• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Makes some features of how Xerxes became king evident• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Describes some features of how Xerxes became king• Uses some terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about how Xerxes became king	1–2

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

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

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

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Makes the main features of Hannibal's family background and influences clearly evident using relevant sources• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes the main features of Hannibal's family background and influences evident with reference to relevant sources• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Makes some features of Hannibal's family background and influences evident• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Describes some features of Hannibal's family background and influences• Uses some terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about Hannibal's family background and influences	1–2

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

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

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

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Makes the main features of Pericles' rise to prominence clearly evident using relevant sources• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes the main features of Pericles' rise to prominence evident with reference to relevant sources• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Makes some features of Pericles' rise to prominence evident• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Describes some features of Pericles' rise to prominence• Uses some terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about Pericles' rise to prominence	1–2

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

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

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

Criteria	Marks
<ul style="list-style-type: none">• Makes the main features of how Alexander became king clearly evident using relevant sources• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes the main features of how Alexander became king evident with reference to relevant sources• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Makes some features of how Alexander became king evident using examples• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Describes some features of how Alexander became king• Uses some terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about how Alexander became king	1–2

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

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

Option I — Greece: Cleopatra VII

Question 22 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Makes the main features of how Cleopatra became ruler of Egypt clearly evident using relevant sources• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes the main features of how Cleopatra became ruler of Egypt evident with reference to relevant sources• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Makes some features of how Cleopatra became ruler of Egypt evident using examples• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Describes features of how Cleopatra became ruler of Egypt• Uses some terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about how Cleopatra became ruler of Egypt	1–2

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

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

Option J — Rome: Tiberius Gracchus**Question 23 (a)**

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Makes the main features of the manner and impact of Tiberius Gracchus' death clearly evident using relevant sources• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes the main features of the manner and impact of Tiberius Gracchus' death evident with reference to relevant sources• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Makes some features of the manner and impact of Tiberius Gracchus' death evident• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Describes some features of the manner and impact of Tiberius Gracchus' death• Uses some terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about the manner and/or impact of Tiberius Gracchus' death	1–2

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

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

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

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Makes the main features of Julius Caesar's reforms clearly evident using relevant sources• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes the main features of Julius Caesar's reforms evident with reference to relevant sources• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Makes some features of Julius Caesar's reforms evident using examples• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Describes some features of Julius Caesar's reforms• Uses some terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points Julius Caesar's reforms	1–2

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

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

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

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Makes clearly evident the reasons why Agrippina was killed using relevant sources• Develops a clear, comprehensive and coherent response using appropriate terms and concepts accurately	9–10
<ul style="list-style-type: none">• Makes evident the reasons why Agrippina was killed with reference to relevant sources• Develops a clear and coherent response using appropriate terms and concepts accurately	7–8
<ul style="list-style-type: none">• Makes evident the reasons why Agrippina was killed• Provides a response using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Describes some details about Agrippina's death• Uses some relevant terms and concepts	3–4
<ul style="list-style-type: none">• Makes ONE or TWO relevant points about Agrippina's death	1–2

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

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

Section IV — Historical Periods

Questions with the terms ‘explain’, ‘how’, ‘why’ and ‘what’

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

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

MARKING GUIDELINES

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

Section IV — Historical Periods (continued)

Questions with the term ‘evaluate’

Questions 30 (a) 31 (a) 34 (a)*Outcomes assessed: H1.1, H2.1, H3.1, H3.3, H4.1, H4.2***MARKING GUIDELINES**

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

Section IV — Historical Periods (continued)

Questions with the term ‘assess’

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

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

MARKING GUIDELINES

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