

**2008 HSC Notes from  
the Marking Centre  
Ancient History**

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# 2008 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 contains comments on candidate responses to the 2008 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2008 Higher School Certificate examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Ancient History.

## General comments

In both Section I, Cities of Vesuvius, and Section II, Ancient Societies, the best responses were relevant and concise answers appropriate in length to the mark value of the question. In weaker responses candidates wrote everything they knew about a topic, regardless of the question.

This examination is divided into four sections: Section I – Cities of Vesuvius: Pompeii and Herculaneum, Section II – Ancient Societies, Section III – Personalities in Their Times, and Section IV – Historical Periods. Each section of the paper is worth 25%, so candidates should allocate around 45 minutes to each section. Some candidates who wrote very long responses in earlier sections of the paper left themselves short of time for the last section. Best practice is to be guided by the mark value of questions and to answer the set question rather than giving interesting yet superfluous information.

Candidates need to be familiar with the Board's Glossary of Key Words ([www.boardofstudies.nsw.edu.au/syllabus\\_hsc/glossary\\_keywords.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html)) which contains some terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with, or contain one of the key words from the glossary. Questions such as 'how?', 'why?' or 'to what extent?' may be asked or verbs which are not included in the glossary may be used, such as 'design', 'translate' or 'list'.

## **Section I – Core**

### **Cities of Vesuvius – Pompeii and Herculaneum**

#### **General comments**

Candidates must be familiar with all aspects of the core, although the examination will only focus on parts of it. Question 3 will always be drawn from the area, ‘Investigating, reconstructing and preserving the past’. Answers should be a response to the specific question asked, not a prepared response to questions from previous examinations.

Candidates should tailor their responses to fit the space provided in the answer booklet. The mark value and lines provided should be a guide to the required length of the response. It is not necessary to use extra booklets to gain high marks, and lengthy answers do not guarantee full marks. Concise, well-structured responses, which address the question and are supported by relevant source material, are able to gain full marks.

It is important to analyse the question, plan the response and be clear about the direction and construction of the response. Good planning is likely to produce a concise and relevant response; poor planning can lead to long responses that contain irrelevant material and fail to focus on the question. Remember that no question in Section I requires a response in formal essay structure.

#### **Question 1**

- (a) Almost all candidates recognised that the event being described was the eruption of Mount Vesuvius.
- (b) Most responses gave two examples from the source that indicated that the eruption was a major event.
- (c) Many students were able to describe aspects of Herculanean streetscapes. The source contained enough information to assist candidates to provide a correct response. However, some students did not understand the term ‘streetscape’, which appears in the syllabus, while other candidates confused Pompeii with Herculaneum, or simply wrote about Pompeii as if it were Herculaneum.

#### **Question 2**

The best responses explained the amphitheatre’s importance to Pompeians as a source of leisure, and its role in politics through political candidates funding its construction and presenting entertainment. They variously explained social hierarchy as expressed in the seating, and economic factors such as commercial enterprises during performances with the selling of food and other goods.

Weaker responses referred to only one or none of the sources and did not include own knowledge. These responses tended to be descriptive, without explanation and concentrated only on ‘bloodthirsty’ entertainment and paraphrased the source referring

to the building of the amphitheatre. Some candidates confused the amphitheatre with theatre and described the production of plays.

### **Question 3**

The best responses integrated both sources and assessed a range of archaeological and/or specialist methods for reconstructing the past, and answered within the given space. A number of stronger responses critically assessed archaeological and specialist methods, highlighting their positive and negative affects.

Better responses demonstrated a variety of valid approaches to the question. While some took a narrower view of physical reconstruction, others included conservation and virtual reconstruction within a broader view.

Many average responses simply described a variety of archaeological and specialist methods without making any judgements about their effect. Weaker responses used one or no source and those towards the bottom of the range were very general discussions of archaeology.

There were clearly some prepared answers that discussed the ethics of archaeological activities such as the display of body casts, tourism and degradation of the site, with an attempt to re-focus these to fit the question.

Students need to be aware that Question 3 does not require a response in formal essay structure. What is needed is a relevant and concise response to the question, written within the space provided.

## **Section II – Ancient societies**

### **General comments**

In 2008, the most popular Ancient Societies options were:

- Greece: Spartan society to the Battle of Leuctra 371 BC
- Greece: The Bronze Age – Minoan Society
- Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX
- Greece: Athenian Society in the time of Pericles
- Egypt: Society in new Kingdom Egypt to the death of Amenhotep III.

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

A small number of candidates answered parts from two different Egyptian Society questions. It is essential that candidates are aware that Questions 4, 5 and 6 are separate Egyptian societies and only ONE can be attempted.

(a) Most candidates accurately named two New Kingdom leisure activities.

- (b) Most responses described what a vizier was and provided a short paragraph demonstrating accurate and detailed knowledge.
- (c) To gain full marks candidates needed to show a depth of understanding of the main features of Ramesside temples. Typically candidates referred to the Hypostyle Hall, Abu Simbel (which they saw as atypical) and a range of mortuary temples, or they described the economic and social features of the temples. Weaker responses wrote generally about a limited number of these features.
- (d) Many candidates wrote about a range of funerary customs. Better responses were clear and detailed, explaining the significance of these customs. Weaker responses became descriptive, especially about burial customs and mummification. Given the wealth of material available, candidates could have referred to other sources. Some of the sources discussed included the tombs, the Book of the Dead and other funerary texts.

**Question 9 Option F – The Near East: Persian society at the time of Darius and Xerxes**

- (a) Most candidates named two gods in the Persian Empire.
- (b) Many candidates correctly identified what a satrap was and mentioned his duties and functions. Some candidates confused the term ‘satrap’ with the term ‘satrapy’.
- (c) Better responses included specific information, including correct historical terms, and incorporated relevant evidence. Weaker responses were very general and without factual information that identified a Persian society. Others concentrated on only one aspect of the social structure, limiting the marks they could achieve.
- (d) Many students saw the terms ‘vassals’ and ‘subject peoples’ as synonymous. Weaker responses referred to Source 11 in purely descriptive terms. In better responses, candidates concentrated on illustrating the significance of vassal states and subject peoples to the Persian Empire, giving specific examples supported by references from both modern and ancient sources.

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

- (a) Many candidates were able to name two natural resources of Minoan Crete. However, some students were unable to identify a natural resource.
- (b) Better responses gave accurate and detailed information about the Phaistos Disc including what it was made from, its size and shape, the inscriptions on the disc and some of the various theories about the inscriptions. A significant number of candidates had no knowledge of the Phaistos Disc.
- (c) There were many excellent responses to this question with candidates describing various features of Minoan frescoes. It was not necessary to cover all features to gain full marks.

- (d) Better responses used both Source 12 and other sources effectively to answer the question. Some candidates used many sources but failed to refer to Source 12. An explanation of what sources suggest about Minoan religion was the key element of this question. Many candidates showed sound knowledge of sources but presented responses that were largely descriptive.

### **Question 12 – Option I – Greece: Spartan society to the Battle of Leuctra 371 BC**

- (a) Many candidates named two natural resources of Sparta. However, some students were unsure what a natural resource was and wanted to include processed articles such as pottery and olive oil. Others mentioned items of a general nature such as crops and mountains.
- (b) Better responses were in the form of a short paragraph with detailed and accurate information about helots. These responses included such things as their origins, function in the Spartan state and their status. Some candidates gave brief and limited answers with few specific details.
- (c) Responses that were awarded full marks provided detailed and accurate information about the role and status of women in Spartan society. A significant number of candidates failed to consider both parts of the question. Some saw role and status as synonymous and some ignored status altogether. This question was not limited to Spartiate women but could have included a description of perioikoi and helot women. Some better responses compared the status of Spartan women with that of Spartiate men and other women in Sparta, as well as other Greek women. The roles described included mothers, overseers of kleroi, religious and other less formal roles in society.
- (d) Better responses clearly explained the significance of Lycurgus' reforms to Spartan society. Many excellent responses incorporated both primary and secondary sources. They considered how these reforms changed Sparta and the effect they had on society. Some even considered the context of the Xenophon extract. It was important to maintain a clear link between reforms and significance. Weaker responses concentrated on the political structure whether Lycurgan or not. These responses were generally descriptive and failed to make more than a superficial comment on significance. Candidates are reminded that they can not achieve full marks if they do not refer to and use the source provided.

## **Section III – Personalities in their times**

### **General comments**

The most popular personalities were:

- Hatshepsut
- Agrippina the Younger
- Xerxes
- Akhenaten
- Julius Caesar
- Pericles.



Candidates are reminded to respond to the question focus, but also keep in mind the rubric for this section and the mark value of the question. Please note that the rubric for this section applies to both parts (a) and (b). This means that answers for both parts should refer to relevant sources.

Note also that the syllabus areas examined by part (b) can be taken from any section of the content outline for a personality, not only the ‘Evaluation’ section.

Most responses were of an appropriate length. However, some students wrote excessively long answers for part (a) and failed to find a balance between the 10-mark part (a) and the 15-mark part (b).

Rather than presenting a prepared answer, candidates need to interpret the question carefully to ensure they address the specific requirements of the question asked. Prepared answers are generally placed in the lower mark ranges.

Students need to integrate sources to support their responses. Simply naming sources is not enough. Superior responses to both (a) and (b) questions used the information from sources to develop an argument. Weaker responses referred to ‘some historians’ without being able to cite individual historians or their arguments and mentioned non-specific examples of monuments, eg ‘temples’ and ‘tombs’.

- (a) This section of the paper was generally well answered by most candidates. However teachers and students are reminded that a part (a) response should include the use of relevant sources to support the answer. Better responses incorporated a range of archaeological and/or written sources, both ancient and modern. In general, the requirements of a part (a) response in this section can be met in about two pages of average size handwriting.
- (b) The best responses provided comprehensive and sustained evaluations of the quality of the personality’s policies or relationships, were well supported by accurate historical detail and made reference to relevant sources. A ‘sustained’ judgement is one that is integrated throughout the response, not just referred to in the introduction and conclusion. Weaker responses relied on presenting a narrative of achievements or events with a limited attempt at providing a judgement.

#### **Question 14 – Option A – Egypt: Hatshepsut**

A number of responses lacked specific detail and did not adequately integrate the sources into their argument. A large number of candidates spent too much time answering part (a) to the detriment of their part (b) answer.

- (a) Candidates generally displayed a sound understanding of Hatshepsut’s relationship with Amun, and they supported their response with information from archaeological and written sources. Superior responses balanced their response by considering the benefits which Amun and his cult gained from their relationship. Weaker responses merely described her family background without attempting to answer the question.

Students need to be reminded that sources must be used to gain access to the top mark range for part (a).

- (b) Many candidates struggled with the concept of ‘foreign policy’. The best responses in this section provided a sustained judgement based on a balanced discussion of both trading and military activities. Weaker responses dealt only with trade and provided a detailed description/narrative of the Punt expedition. The best responses integrated the sources into their arguments and often used scholarly opinion to support their own arguments. Weaker responses relied on a simple narrative of events without attempting any judgement. Many of these responses lacked reference to sources or merely named historians without incorporating their ideas into the response.

### **Question 15 – Option B – Egypt: Akhenaten**

- (a) While many responses displayed a clear understanding of most issues associated with this personality, some showed confusion about some of the more challenging aspects of the theology of the Amarna period. These candidates relied on listing the evidence of religious change without demonstrating an understanding of the significance of these changes to the relationship between the pharaoh and the god.
- (b) Many candidates gave a detailed description of the building program, but failed to offer any criteria for judging it. The best responses gave the reasons for the building program and evaluated its success or failure. Other candidates judged the program by the quality of materials and/or design or on its religious, political, economic and social impact. Other strong responses considered issues of legacy (eg the destruction of Amarna buildings by later pharaohs) as part of their evaluation. Weaker responses provided a narrative of the artistic changes of the period.

### **Question 18 – Option E – The Near East: Xerxes**

- (a) Better responses provided very detailed information about both the Egyptian and Babylonian revolts and how Xerxes dealt with them. These responses were coherently presented and incorporated a range of both written and archaeological sources. Some candidates integrated historiography into their arguments. Weaker responses demonstrated limited knowledge of the revolts and tended to emphasis the reasons for the revolts rather than how Xerxes dealt with them. These responses tended to lack references to sources.
- (b) In better responses, candidates’ evaluations included the purpose and reasons for the building program as well as its religious, economic and political features. These responses made extensive references to written and archaeological sources and referred to other building projects as well as Persepolis. Weaker responses demonstrated limited knowledge of Xerxes’ building program, were highly descriptive and used few, if any, sources.

### **Question 20 – Option G – Greece: Pericles**

- (a) The best responses provided concise and specific reference to Pericles’ main democratic reforms. Some saw the democratic reforms as part of a developmental

process. In weaker responses, candidates lacked an understanding of the concept of democracy and referred to the reforms in a fragmentary manner.

- (b) Most candidates discussed a range of actions and events relevant to the Athenian ‘Golden Age’. Better responses established a clear link between Pericles’ political position and a range of cultural, economic and foreign policy initiatives. Some made critical judgments seeing Pericles as both a contributor to the pinnacle of Athens’ ‘Golden Age’, as well as leading it towards its decline in the Peloponnesian War. The better responses developed sustained judgments based on a range of ancient and modern sources. Weaker responses were often a lengthy narrative outline of generalised developments or a detailed recount of the building program and democratic reforms without evaluating Pericles’ contribution. Sources may have been used, but often only as a reference rather than in an evaluative manner.

#### **Question 24 – Option K – Rome: Julius Caesar**

- (a) The best responses provided detailed and concise accounts of the main stages of Caesar’s early political career to 60 BC, supported by relevant evidence. Many candidates, however, included large sections on family background and rise to prominence, which were not specifically relevant to this question.
- (b) The best responses clearly established a link between Caesar’s actions and the motives for his assassination. The motives of both senatorial groups and individuals were considered. These responses made effective use of information and interpretation from ancient and modern sources. Weaker responses focused on generalised reasons for the assassination with primary emphasis on saving the Republic. They provided no specific detail and made little or no reference to sources.

#### **Question 25 – Option L – Rome: Agrippina the Younger**

- (a) The better responses displayed a depth of knowledge regarding the family background and marriages of Agrippina. They made use of a wide array of sources, and showed a clear understanding of bias in some of the sources regarding the role of women. The better responses understood the role of males in Roman society and how Agrippina used them to gain power and influence. Some candidates also commented on how Agrippina the Elder’s experiences influenced her daughter. Weaker responses made statements about the events in her life, but failed to discuss the significance of these events. Many responses did not refer to the impact of Tiberius and Gaius on Agrippina’s power and influence.
- (b) Many responses described the changing nature of Agrippina’s relationship with Nero. Stronger responses evaluated the relationship by including factors that contributed to the change such as the influence of people like Seneca, Burrus and Poppaea. These responses made effective use of ancient and modern sources to support their evaluation. Weaker responses tended to be narrative, with very little evaluation of the period prior to Claudius’ reign. Sources, when mentioned, were used in a superficial manner, and did not contribute to the evaluation of Agrippina’s relationship with Nero.

## Section IV – Historical periods

### General comments

The most popular historical periods chosen by candidates were:

- Greece: The Greek World 500–440 BC
- Egypt: New Kingdom Egypt to the death of Thutmose IV
- Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II
- Rome: The Julio–Claudians and the Roman Empire
- Rome: The Augustan Age.

A distinguishing feature of superior responses was the incorporation of ancient and modern sources into the arguments presented. This was particularly evident with responses to questions on Egypt and the Near East. Another feature of superior responses was their structure, typically an introduction which responded directly to the question and outlined the argument to be presented, followed by a well-organised response that addressed all aspects of the question. Candidates who take time to plan their answers have a better chance of producing a well-structured response focusing on relevant information than those who try to write as much as possible without a plan to guide them.

Some candidates were prepared for only a particular section of the historical period they had studied. There is no guarantee that the alternative questions will come from particular sections of the content listed in the syllabus. Questions may be drawn from any section of the historical period or they may cover the whole period. Questions may also be drawn from the topic Principal Focus and relevant outcomes and learn to statements.

A number of students answered both alternatives in the one historical period. Candidates should answer (a) OR (b) from the historical period they have studied.

### Egypt

#### Question 26 – Option A – Egypt: From unification to the First Intermediate Period

- (a) A significant number of candidates understood the role of queens in this period, and identified some areas of change linked to specific queens. Stronger responses made assessments about the extent of change and included detailed, accurate references to primary sources.

Weaker responses tended to confuse Old Kingdom and New Kingdom queens, with a significant number attempting to use what they knew about Hatshepsut.

- (b) Some candidates clearly identified the political and religious features of burial complexes. Stronger responses made judgements about the significance of these features and supported their judgement with accurate and detailed references to sources.

Weaker responses did not distinguish between political and religious features and tended to give descriptive narratives of the whole period. Many identified specific pyramids but did not include other features of burial complexes.

**Question 27 – Option B – Egypt: New Kingdom Egypt to the death of Thutmose IV**

- (a) The strongest responses identified the political, religious and economic purposes of pharaonic building programs. They made informed judgements about how and why they were significant, supported with detailed and accurate information from relevant primary and secondary sources. Some superior responses analysed and evaluated these sources.

Weaker responses provided a descriptive narrative, listing the various buildings of each pharaoh. Many relied on their knowledge of Hatshepsut's buildings rather than giving a range of examples from the whole period.

- (b) Stronger responses demonstrated an understanding of the concept of the 'warrior pharaoh' and linked it to the ways in which this image was used. These explanations were supported with accurate and detailed information from relevant sources, which in some cases were analysed and evaluated.

Weaker responses gave a chronological account of each pharaoh's military achievements with minimal linking to the use of the 'warrior pharaoh' image. Candidates need to demonstrate wide knowledge of both the visual and textual features of the 'warrior pharaoh' image.

**Question 28 – Option C – Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II**

- (a) Better responses demonstrated an understanding of the concept of 'revolution' and identified revolutionary features of Akhenaten's policies. They constructed arguments around a judgement of 'extent' regarding not only religious changes but also changes in architecture, foreign policy, art and funerary practices. These were supported by accurate and detailed information from primary and secondary sources.

Weaker responses provided a descriptive narrative of the Amarna period with little reference to the question asked or to relevant sources.

- (b) Stronger responses provided detailed and accurate information about the Battle of Kadesh, then provided arguments for and/or against its importance to Ramesses II's reign and the wider historical period. These responses made critical use of inscriptions and reliefs relating to the battle.

Weaker responses gave descriptive narratives of the Battle of Kadesh and did not address its importance.

## Near East

### Question 31 – Option F – Persia from Cyrus II to the death of Darius III

- (a) The best responses demonstrated an excellent knowledge of the expansion of the Persian Empire. These provided logical, well-structured explanations supported by accurate and detailed knowledge from a range of primary and secondary sources.

Weaker responses gave descriptive narratives of the whole period with little reference to sources and many inaccuracies.

- (b) The better responses made informed judgements about the extent to which the Macedonian invasion contributed to the overthrow of the Persian Empire.

Weaker responses provided limited, ruler-by-ruler descriptive narratives lacking in judgement.

## Greece

### Question 32 – Option G – Greece: Development of the Greek world 800–500 BC

- (a) The limited number of superior responses provided a well-structured account of why and/or how tyranny rose during the period 800–500 BC using detailed knowledge of specific tyrants from a range of city states, eg Miletus, Megara, Corinth and Athens. Relevant ancient and/or modern sources were effectively integrated into the explanation.

Mid-range responses provided a series of broad reasons, accounting for the ‘general’ rise of tyranny across Greece, without necessarily referring to any *specific* tyrant.

Weaker responses narrated some basic knowledge of the period, which may have been generally relevant.

- (b) Superior responses made sustained, informed and logical judgements of the extent to which Cleisthenes’ reforms contributed to the development of democracy in Athens. These responses demonstrated a strong knowledge of his reforms, understood the term ‘to what extent’ and integrated a variety of ancient and/or modern sources. Some effectively drew on the foundations established by Solon and Peisistratus and thus, by comparison, developed a judgement about Cleisthenes’ reforms. Others considered as part of their assessment aspects where Athens remained undemocratic.

Mid-range responses gave some explanation of many of Cleisthenes’ reforms and may have made a judgement. Generally these responses did not integrate sources, although some made limited reference to sources.

Weaker responses provided a limited narration/description of Cleisthenes and his time as reformer in Athens, but gave very little detail about his reforms.

**Question 33 – Option H – Greece: The Greek world 500–440 BC**

- (a) A limited number of superior responses provided an informed judgement of the impact on the Persian Wars on Sparta, both during the war and later.

Mid-range responses mainly focused on telling the story of the battles of the Persian Wars and Spartan involvement. There was little effective assessment of the impact of the war on Sparta. Some re-interpreted the question as the ‘role’ or ‘contribution’ of Sparta to the Persian Wars.

Weaker responses provided a limited narrative or general statements about the Persian Wars.

- (b) Better responses used a variety of approaches to the question, including chronological and thematic/conceptual approaches. These responses provided a detailed, logical and well-structured account of the changing relationship between Athens and its allies. They included an explanation of a range of events, decrees, cleruchies and garrisons to demonstrate the changing relationship, with a clear connection or link between the relevant events and issues of the period.

Mid-range responses provided some account of the Delian League and relevant features of the period but did not trace the changing relationship between Athens and its allies during the period.

Weaker responses provided a limited narrative or general statements about Athens and the Delian League. Some confused the Hellenic and Delian Leagues.

**Question 34 – Option I – Greece: The Greek world 446–399 BC**

- (a) In better responses, candidates took a variety of approaches to the question, including chronological and thematic/conceptual approaches. These responses provided detailed, logical and well-structured accounts of the long- and short-term causes of the Peloponnesian War. They cited a broad range of causes/factors, including Athenian imperialism since 446 BC, Periclean foreign policy, economic rivalries between the main cities and the trigger incidents from 435 to 431 BC. They also and made effective use of relevant sources.

Mid-range responses provided some account of why and how the Peloponnesian War occurred. Knowledge tended to rely on short-term causes only or gave too much detail about increasing Athenian power after the Persian Wars.

Weaker responses provided a basic description/narration of some events between 479 and 431 BC.

- (b) Superior responses provided an informed judgement on the significance of the Peace of Nicias. They included the impact on the course of the war, both in the immediate and longer term. Specifically they integrated the effect on personalities (eg Nicias and Alcibiades), on subsequent events, such as the Sicilian Expedition and on re-evaluated strategies of both sides.

Mid-range responses made some judgement about the importance of the Peace of Nicias. They tended to focus on the terms of the Peace of Nicias and their immediate impact. Some also provided a brief judgement of the Peace and then proceeded to evaluate alternative events, which they reported to be more significant than the Peace of Nicias.

Weaker responses made statements about the Peace of Nicias and provided a descriptive narrative of the events surrounding the peace.

**Question 35 – Option J – Greece: Fourth-century Greece to the death of Philip II of Macedon**

- (a) Superior responses provided a sustained, logical and well-structured account of the relationship between Sparta and Thebes. These accounts were characterised by accurate and detailed knowledge and effective use of relevant sources. Some of these responses explained the phases of the changing relationship between Sparta and Thebes.

Mid-range responses tended to provide an account of the relationship between Sparta and Thebes with some relevant detail and examples.

Weaker responses provided a limited narrative with only basic knowledge without any identification of a changing relationship.

- (b) Superior responses made an informed judgement on Philip II's military career with detailed and accurate information from relevant sources. These responses were sustained and logical and included Philip's successes in military campaigns as well as his military reforms. Some also included Philip's conquest and consolidation of areas as well as his ability to manipulate his opposition to his advantage.

Mid-range responses tended to provide some judgement on Philip's tactics, warfare and reforms.

Weaker responses provided a limited narrative of Philip's military career or made general statements about some relevant features of the period.

**Rome**

**Question 36 – Option K – Rome 264–133 BC**

- (a) Stronger responses made informed judgements about the varying levels of responsibility of both Rome and Carthage for each of the three wars. Candidates drew on detailed and relevant information from across the whole period and made effective use of relevant sources. Weaker responses tended to simply provide a descriptive narrative of the wars.
- (b) Better responses provided a sustained, logical and well-structured account of the changes throughout the period with strong use of appropriate terms and concepts.



They also made effective use of sources. Weaker responses tended to focus on the latifundia without reference to slavery and the urban poor.

**Question 37 – Option L – Rome: Political revolution in Rome 133–78 BC**

- (a) Superior answers responded to both elements of the question and demonstrated a high level of historiographical knowledge. Mid-range responses tended to focus on the significance of the wars to either Rome or the Allies, but not both. Weaker responses often confused social war with civil war.
- (b) Better responses attempted to show how political developments were influenced by Sulla's use of violence. Many went beyond the scope of the question into an evaluation of Sulla's contribution to political developments.

Mid-range responses tended to outline the features of Sulla's career without making direct links to his political contributions. Weaker responses largely provided narrative which was often not relevant to the question. Many candidates attempted to incorporate their knowledge from the core topic with varying degrees of success.

**Question 38 – Option M – Rome: The fall of the Republic 78–31 BC**

- (a) Better responses presented a balanced explanation of both the activities and the breakdown of the First Triumvirate. They demonstrated detailed knowledge and made effective use of appropriate sources. Weaker responses tended to focus on how the First Triumvirate came about, with limited discussion of the activities, mainly concentrating on the conflict between Pompey and Caesar.
- (b) The limited number of strong responses to this question examined longer-term reasons for Marc Antony's failure to defeat Octavian. They provided detailed and accurate information about events and incorporated relevant sources effectively. Weaker responses tended to retell the story of the Battle of Actium.

**Question 39 – Option N – Rome: The Augustan Age 44 BC – AD 14**

- (a) Superior answers provided a balanced and informed judgement on both political and social reforms. They provided detailed and accurate information about events and incorporated relevant sources effectively. Mid-range responses often began with superfluous background information and strayed into the area of military reforms without making any political or social connections. Weaker responses made simple statements about what happened during the reign of Augustus or simply described his reforms, displaying little understanding of whether they were social or political.
- (b) Better responses made clear and obvious connections and judgements about the importance of the army. These responses also identified other areas as crucial to Augustus' principate.

Many mid-range responses made the judgement that the army was central to Augustus' power but did not provide sufficient relevant detail, nor make effective use of sources to support the response.

Weaker responses tended to recount the story of Augustus' principate or provided general statements about Augustus.

**Question 40 – Option O – Rome: The Julio–Claudians and the Roman Empire AD 14–69**

- (a) Stronger responses presented sustained and well-structured comparison of the administration of the empires during the principates of Tiberius and Gaius. They considered political and legal decisions, as well as aspects of military and provincial administration.

Many mid-range responses tended to focus more on issues within Rome rather than the empire, particularly relations between the princeps and the senate.

Weaker responses tended to make limited comparisons between the personalities of the two emperors.

- (b) Stronger responses provided a detailed account of the political activities of the Praetorian Guard throughout the period, with many including events to the Year of the Four Emperors. These responses also provided a logical and sustained account of how the Praetorian Guard was used politically, and how they influenced the political affairs of the period.

Mid-range responses provided a chronological account of the succession of the Julio–Claudians and the Praetorian Guard's role in each administration. Some responses included references to the individual Prefects of the Guard.

Weaker responses tended to describe the organisation of the Praetorian Guard or provided a narrative with little or no consideration of how the Guard was used for political purposes.

**Question 41 – Option P – Rome: The Roman empire AD 69–235**

- (a) A small number of strong responses addressed both parts of the question, effectively explaining the consequences of the Year of the Four Emperors for both Rome and its empire. A number of weaker responses described events without discussing the consequences for either Rome or its empire. Some responses confused the Year of the Four Emperors with the Four Good Emperors.
- (b) This question required an answer which spanned the period. Better responses chose illustrative examples of provincial administration from across the period and integrated relevant sources such as Tacitus and Pliny's 'Letters'. Weaker responses were very general in nature and/or did not attempt to cover the period.

# Ancient History

## 2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I — Cities of Vesuvius – Pompeii and Herculaneum</b>			
1 (a)		Cities of Vesuvius – Pompeii and Herculaneum	H1.1, H3.1
1 (b)		Cities of Vesuvius – Pompeii and Herculaneum	H1.1, H3.1
1 (c)		Cities of Vesuvius – Pompeii and Herculaneum	H1.1, H3.1
2		Cities of Vesuvius – Pompeii and Herculaneum	H1.1, H3.1, H3.3, H4.1,
3		Cities of Vesuvius – Pompeii and Herculaneum	H1.1, H3.1, H3.2, H3.5
<b>Section II — Ancient Societies</b>			
4 (a)	2	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1
4 (b)	3	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H4.1
4 (c)	8	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H4.1, H4.2
4 (d)	12	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H2.1, H3.1, H3.2, H3.3, H4.2
5 (a)	2	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1
5 (b)	3	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H4.1
5 (c)	8	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H4.1, H4.2
5 (d)	12	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H2.1, H3.1, H3.2, H3.3, H4.2
6 (a)	2	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1
6 (b)	3	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H4.1
6 (c)	8	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H4.1, H4.2
6 (d)	12	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H2.1, H3.2, H3.3, H4.2
7 (a)	2	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1
7 (b)	3	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H4.1
7 (c)	8	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H4.1, H4.2
7 (d)	12	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H2.1, H3.1, H3.2, H3.3, H4.2
8 (a)	2	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1
8 (b)	3	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H4.1
8 (c)	8	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H4.1, H4.2
8 (d)	12	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H2.1, H3.1, H3.2, H3.3, H4.2

Question	Marks	Content	Syllabus outcomes
9 (a)	2	The Near East: Persian society at the time of Darius and Xerxes	H1.1
9 (b)	3	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H4.1
9 (c)	8	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H4.1, H4.2
9 (d)	12	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H2.1, H3.1, H3.2, H3.3, H4.2
10 (a)	2	Greece: The Bronze Age – Society in Minoan Crete	H1.1
10 (b)	3	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H4.1
10 (c)	8	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H4.1, H4.2
10 (d)	12	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H2.1, H3.1, H3.2, H3.3, H4.2
11 (a)	2	Greece: The Bronze Age – Mycenaean society	H1.1
11 (b)	3	Greece: The Bronze Age – Mycenaean society	H1.1, H4.1
11 (c)	8	Greece: The Bronze Age – Mycenaean society	H1.1, H4.1, H4.2
11 (d)	12	Greece: The Bronze Age – Mycenaean society	H1.1, H2.1, H3.1, H3.2, H3.3, H4.2
12 (a)	2	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1
12 (b)	3	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H4.1
12 (c)	8	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H4.1, H4.2
12 (d)	12	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H2.1, H3.1, H3.2, H3.3, H4.2
13 (a)	2	Greece: Athenian society in the time of Pericles	H1.1
13 (b)	3	Greece: Athenian society in the time of Pericles	H1.1, H4.1
13 (c)	8	Greece: Athenian society in the time of Pericles	H1.1, H4.1, H4.2
13 (d)	12	Greece: Athenian society in the time of Pericles	H1.1, H2.1, H3.1, H3.2, H3.3, H4.2
<b>Section III — Personalities in Their Times</b>			
14 (a)	10	Egypt: Hatshepsut	H1.1, H3.1, H4.1, H4.2
14 (b)	15	Egypt: Hatshepsut	H1.1, H2.1, H3.1, H3.2, H4.1, H4.2
15 (a)	10	Egypt: Akhenaten	H1.1, H3.1, H4.1, H4.2
15 (b)	15	Egypt: Akhenaten	H1.1, H2.1, H3.1, H3.2, 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, H3.2, 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, H3.2, 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, H3.2, 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, H3.2, 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, H3.2, H4.1, H4.2
21 (a)	10	Greece: Alexander the Great	H1.1, H3.1, H4.1, H4.2
21 (b)	15	Greece: Alexander the Great	H1.1, H2.1, H3.1, H3.2, H4.1, H4.2
22 (a)	10	Greece: Cleopatra VII	H1.1, H3.1, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
22 (b)	15	Greece: Cleopatra VII	H1.1, H2.1, H3.1, H3.2, 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, H3.2, 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, H3.2, H4.1, H4.2
25 (a)	10	Rome: Agrippina the Younger	H1.1, H3.1, H4.1, H4.2
25 (b)	15	Rome: Agrippina the Younger	H1.1, H2.1, H3.1, H3.2, H4.1, H4.2
<b>Section IV — Historical periods</b>			
26 (a)	25	Egypt: From Unification to the First Intermediate Period	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
26 (b)	25	Egypt: From Unification to the First Intermediate Period	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
27 (a)	25	Egypt: New Kingdom Egypt to the death of Thutmose IV	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
27 (b)	25	Egypt: New Kingdom Egypt to the death of Thutmose IV	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
28 (a)	25	Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
28 (b)	25	Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II	H1.1, H2.1, H3.3, H3.4, 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, H3.3, H3.4, 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, H3.3, H3.4, H4.1, H4.2
30 (a)	25	The Near East: Israel and Judah from Solomon to the fall of Jerusalem	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
30 (b)	25	The Near East: Israel and Judah from Solomon to the fall of Jerusalem	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
31 (a)	25	The Near East: Persia from Cyrus II to the death of Darius III	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
31 (b)	25	The Near East: Persia from Cyrus II to the death of Darius III	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
v32 (a)	25	Greece: The development of the Greek world 800–500 BC	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
32 (b)	25	Greece: The development of the Greek world 800–500 BC	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
33 (a)	25	Greece: The Greek world 500–400 BC	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
33 (b)	25	Greece: The Greek world 500–400 BC	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
34 (a)	25	Greece: The Greek world 446–399 BC	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
34 (b)	25	Greece: The Greek world 446–399 BC	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
35 (a)	25	Greece: Fourth-century Greece to the death of Philip II of Macedon	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
35 (b)	25	Greece: Fourth-century Greece to the death of Philip II of Macedon	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
36 (a)	25	Rome: 264–133 BC	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
36 (b)	25	Rome: 264–133 BC	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
37 (a)	25	Rome: Political revolution in Rome 133–78 BC	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
37 (b)	25	Rome: Political revolution in Rome 133–78 BC	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
38 (a)	25	Rome: The fall of the Republic 78–31 BC	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
38 (b)	25	Rome: The fall of the Republic 78–31 BC	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
39 (a)	25	Rome: The Augustan Age 44 BC – AD 14	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
39 (b)	25	Rome: The Augustan Age 44 BC – AD 14	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
40 (a)	25	Rome: Rome in the time of the Julio-Claudians AD 14–69	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
40 (b)	25	Rome: Rome in the time of the Julio-Claudians AD 14–69	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
41 (a)	25	Rome: The Roman Empire AD 69–235	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2
41 (b)	25	Rome: The Roman Empire AD 69–235	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2



## **2008 HSC Ancient History Marking Guidelines**

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Ancient History, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

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## Section I — Cities of Vesuvius – Pompeii and Herculaneum

### Question 1 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the event in Source 1	1

### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Gives TWO examples of evidence that this was a major event	2
• Gives ONE example of evidence that this was a major event	1

### Question 1 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides a detailed, accurate description of streetscapes in Herculaneum • Draws evidence from the source provided	4
• Provides an accurate description of streetscapes in Herculaneum • Refers to Source 2	2–3
• Describes ONE feature of a streetscape in Herculaneum	1



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

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

**Question 3***Outcomes assessed: H1.1, H3.1, H3.2, H3.5***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a clear and informed judgement about methods used to reconstruct the past</li><li>• Provides a detailed well structured response using a range of relevant information on reconstruction of the past at Pompeii AND/OR Herculaneum</li><li>• Integrates information from sources 4 and 5 and own knowledge. Uses appropriate historical terms and concepts</li></ul>	9–10
<ul style="list-style-type: none"><li>• Provides a judgement about the methods used to reconstruct the past</li><li>• Provides a structured response using relevant information on reconstruction of the past at Pompeii AND/OR Herculaneum</li><li>• Makes reference to sources 4 and 5 and own knowledge. Uses appropriate historical terms and concepts</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides some relevant information about reconstruction of the past at Pompeii AND/OR Herculaneum</li><li>• Refers to sources 4 and 5 and own knowledge. Uses some historical terms</li></ul>	5–6
<ul style="list-style-type: none"><li>• Describes some relevant information about reconstruction of the past</li><li>• May mention sources 4 and 5. May use some historical terms</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes ONE or TWO points about reconstruction of the past</li></ul>	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 leisure activities	2
• Names ONE Old Kingdom leisure activity	1

#### Question 4 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Presents accurate and detailed information about a Heb-Sed festival	3
• Presents accurate information about a Heb-Sed festival	2
• Makes ONE relevant point about a Heb-Sed festival	1

#### Question 4 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about the importance of the River Nile in Old Kingdom Egypt • Uses historical terms and concepts accurately	7–8
• Provides accurate information about the importance of the River Nile in Old Kingdom Egypt • Uses historical terms and concepts	5–6
• Provides information about the importance of the River Nile in Old Kingdom Egypt • May refer to historical terms and concepts	3–4
• Makes ONE or TWO relevant points about the importance of the River Nile in Old Kingdom Egypt	1–2

**Question 4 (d)**

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

**MARKING GUIDELINES**

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

**Option B — Egypt: Society in New Kingdom Egypt to the death of Amenhotep III****Question 5 (a)**

*Outcomes assessed: H1.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Names TWO New Kingdom leisure activities</li></ul>	2
<ul style="list-style-type: none"><li>• Names ONE New Kingdom leisure activity</li></ul>	1

**Question 5 (b)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Presents accurate and detailed information about a vizier</li></ul>	3
<ul style="list-style-type: none"><li>• Presents accurate information about a vizier</li></ul>	2
<ul style="list-style-type: none"><li>• Makes ONE relevant point about a vizier</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides accurate and detailed information about the main features of temples in New Kingdom Egypt</li><li>• Uses historical terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides accurate information about the main features of temples in New Kingdom Egypt</li><li>• Uses historical terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>• Provides information about the main features of temples in New Kingdom Egypt</li><li>• May refer to historical terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes ONE or TWO relevant points about temples in New Kingdom Egypt</li></ul>	1–2

**Question 5 (d)***Outcomes assessed: H1.1, H2.1, H3.1, H3.2, H3.3, H4.2***MARKING GUIDELINES**

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

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

### Question 6 (a)

*Outcomes assessed: H1.1*

#### MARKING GUIDELINES

Criteria	Marks
• Names TWO New Kingdom leisure activities	2
• Names ONE New Kingdom leisure activity	1

### Question 6 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Presents accurate and detailed information about a vizier	3
• Presents accurate information about a vizier	2
• Makes ONE relevant point about a vizier	1

### Question 6 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides accurate and detailed information about the main features of temples during the Ramesside Period • Uses historical terms and concepts accurately	7–8
• Provides accurate information about the main features of temples during the Ramesside Period • Uses historical terms and concepts	5–6
• Provides information about the main features of temples during the Ramesside Period • May refer to historical terms and concepts	3–4
• Makes ONE or TWO relevant points about temples in New Kingdom Egypt	1–2

**Question 6 (d)**

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

**MARKING GUIDELINES**

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

**Option D — The Near East: Assyrian society from Sargon II to Ashurbanipal****Question 7 (a)**

*Outcomes assessed: H1.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Names TWO groups in the Assyrian ruling elite</li></ul>	2
<ul style="list-style-type: none"><li>• Names ONE groups in the Assyrian ruling elite</li></ul>	1

**Question 7 (b)**

*Outcomes assessed: H.1, H4.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Presents accurate and detailed information about a <i>lamassu</i></li></ul>	3
<ul style="list-style-type: none"><li>• Presents accurate information about a <i>lamassu</i></li></ul>	2
<ul style="list-style-type: none"><li>• Makes ONE relevant point about a <i>lamassu</i></li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides accurate and detailed information about the main features of Assyrian religious beliefs and practices</li><li>• Uses historical terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides accurate information about the main features of Assyrian religious beliefs and practices</li><li>• Uses historical terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>• Provides information about the main features of Assyrian religious beliefs and/or practices</li><li>• May refer to historical terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes ONE or TWO relevant points about Assyrian religious beliefs and/or practices</li></ul>	1–2

**Question 7 (d)***Outcomes assessed: H1.1, H2.1, H3.1, H3.2, H3.3, H4.2***MARKING GUIDELINES**

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

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

<b>Criteria</b>	<b>Marks</b>
• Names TWO Israelite prophets	2
• Names ONE Israelite prophet	1

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

<b>Criteria</b>	<b>Marks</b>
• Presents accurate and detailed information about the Siloam tunnel	3
• Presents accurate information about the Siloam tunnel	2
• Makes ONE relevant point about the Siloam tunnel	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides accurate and detailed information about the roles and status of Israelite women • Uses historical terms and concepts accurately	7–8
• Provides accurate information about the roles and status of Israelite women • Uses historical terms and concepts	5–6
• Provides information about the roles and/or status of Israelite women • May refer to historical terms and concepts	3–4
• Makes ONE or TWO relevant points about the roles and/or status of Israelite women	1–2



**Question 8 (d)***Outcomes assessed: H1.1, H2.1, H3.1, H3.2, H3.3, H4.2***MARKING GUIDELINES**

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

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Names TWO gods worshipped in the Persian empire</li></ul>	2
<ul style="list-style-type: none"><li>• Names ONE gods worshipped in the Persian empire</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Presents accurate and detailed information about a satrap</li></ul>	3
<ul style="list-style-type: none"><li>• Presents accurate information about a satrap</li></ul>	2
<ul style="list-style-type: none"><li>• Makes ONE relevant point about a satrap</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides accurate and detailed information about the social structure of Persian society</li><li>• Uses historical terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides accurate information about the social structure of Persian society</li><li>• Uses historical terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>• Provides information about the social structure of Persian society</li><li>• May refer to historical terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes ONE or TWO relevant points about the social structure of Persian society</li></ul>	1–2

**Question 9 (d)***Outcomes assessed: H1.1, H2.1, H3.1, H3.2, H3.3, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Gives a clear and detailed explanation of the significance of vassal states and subject peoples to the Persian empire</li><li>• Refers closely to the source and other evidence</li><li>• Provides a well structured and detailed response using a range of appropriate historical terms and concepts</li></ul>	11–12
<ul style="list-style-type: none"><li>• Gives an explanation of the significance of vassal states and subject peoples to the Persian empire</li><li>• Refers to the source and other evidence</li><li>• Provides a structured response using appropriate historical terms and concepts</li></ul>	9–10
<ul style="list-style-type: none"><li>• Attempts to explain the significance of vassal states and subject peoples to the Persian empire</li><li>• Refers to the source or other evidence</li><li>• Provides a structured response using some historical terms and concepts</li></ul>	6–8
<ul style="list-style-type: none"><li>• Describes some features of vassal states and/or subject peoples within the Persian empire</li><li>• May refer to the source or other evidence</li></ul>	4–5
<ul style="list-style-type: none"><li>• Makes ONE or TWO points about vassal states and/or subject peoples within the Persian empire</li></ul>	1–3

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

<b>Criteria</b>	<b>Marks</b>
• Names TWO natural resources of Crete	2
• Names ONE natural resources of Crete	1

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

<b>Criteria</b>	<b>Marks</b>
• Presents accurate and detailed information about the Phaistos Disc	3
• Presents accurate information about the Phaistos Disc	2
• Makes ONE relevant point about the Phaistos Disc	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides accurate and detailed information about the main features of Minoan frescoes • Uses historical terms and concepts accurately	7–8
• Provides accurate information about the main features of Minoan frescoes • Uses historical terms and concepts	5–6
• Provides information about the main features of Minoan frescoes • May refer to historical terms and concepts	3–4
• Makes ONE or TWO relevant points about Minoan frescoes	1–2

**Question 10 (d)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>• Gives a clear and detailed explanation of what the sources suggests about Minoan religion</li><li>• Refers closely to the source and other evidence</li><li>• Provides a well structured and detailed response using a range of appropriate historical terms and concepts</li></ul>	11–12
<ul style="list-style-type: none"><li>• Gives an explanation of what the sources suggests about Minoan religion</li><li>• Refers to the source and other evidence</li><li>• Provides a structured response using appropriate historical terms and concepts</li></ul>	9–10
<ul style="list-style-type: none"><li>• Attempts to explain what the sources suggests about Minoan religion</li><li>• Refers to the source or other evidence</li><li>• Provides a structured response using some historical terms and concepts</li></ul>	6–8
<ul style="list-style-type: none"><li>• Described some features of Minoan religion</li><li>• May refer to the source or other evidence</li></ul>	4–5
<ul style="list-style-type: none"><li>• Makes ONE or TWO points about Minoan religion</li></ul>	1–3

**Option H — Greece: The Bronze Age – Mycenaean society****Question 11 (a)**

Outcomes assessed: H1.1

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>• Names TWO Mycenaean sites</li></ul>	2
<ul style="list-style-type: none"><li>• Names ONE Mycenaean site</li></ul>	1

**Question 11 (b)**

Outcomes assessed: H1.1, H4.1

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>• Presents accurate and detailed information about a <i>tholos</i> tomb</li></ul>	3
<ul style="list-style-type: none"><li>• Presents accurate information about a <i>tholos</i> tomb</li></ul>	2
<ul style="list-style-type: none"><li>• Makes ONE relevant point about a <i>tholos</i> tomb</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides accurate and detailed information about the main features of the citadel of Mycenae</li><li>• Uses historical terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides accurate information about the main features of the citadel of Mycenae</li><li>• Uses historical terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>• Provides information about the main features of the citadel of Mycenae</li><li>• May refer to historical terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes ONE or TWO relevant points about the citadel of Mycenae</li></ul>	1–2

**Question 11 (d)***Outcomes assessed: H1.1, H2.1, H3.1, H3.2, H3.3, H4.2***MARKING GUIDELINES**

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

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

<b>Criteria</b>	<b>Marks</b>
• Names TWO Spartan natural resources	2
• Names ONE Spartan natural resource	1

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

<b>Criteria</b>	<b>Marks</b>
• Presents accurate and detailed information about the helots	3
• Presents accurate information about the helots	2
• Makes ONE relevant point about the helots	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides accurate and detailed information about the roles and status of women in Spartan society • Uses historical terms and concepts accurately	7–8
• Provides accurate information about the roles and status of women in Spartan society • Uses historical terms and concepts	5–6
• Provides information about the roles and/or status of women in Spartan society • May refer to historical terms and concepts	3–4
• Makes ONE or TWO relevant points about the roles and/or status of women in Spartan society	1–2

**Question 12 (d)***Outcomes assessed: H1.1, H2.1, H3.1, H3.2, H3.3, H4.2***MARKING GUIDELINES**

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

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Names TWO Athenian public buildings</li></ul>	2
<ul style="list-style-type: none"><li>• Names ONE Athenian public building</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Presents accurate and detailed information about the Piraeus</li></ul>	3
<ul style="list-style-type: none"><li>• Presents accurate information about the Piraeus</li></ul>	2
<ul style="list-style-type: none"><li>• Makes ONE relevant point about the Piraeus</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides accurate and detailed information about the impact of the empire on the economy of Athens</li><li>• Uses historical terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides accurate information about the impact of the empire on the economy of Athens</li><li>• Uses historical terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>• Provides information about the impact of the empire on the economy of Athens</li><li>• May refer to historical terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes ONE or TWO relevant points about the impact of the empire on the economy of Athens</li></ul>	1–2

**Question 13 (d)***Outcomes assessed: H1.1, H2.1, H3.1, H3.2, H3.3, H4.2***MARKING GUIDELINES**

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



## Section III — Personalities in Their Times

### Option A — Egypt: Hatshepsut

#### Question 14 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>Provides detailed and accurate information about the relationship of Hatshepsut to the god Amun using relevant sources to support the response</li><li>Develops a sustained, logical and well structured response using appropriate terms and concepts accurately</li></ul>	9–10
<ul style="list-style-type: none"><li>Provides some accurate information about the relationship of Hatshepsut to the god Amun</li><li>Develops a sustained and well structured response using appropriate terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>Provides some information about the relationship of Hatshepsut to the god Amun</li><li>Provides a response using some relevant terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>Makes general points about the relationship of Hatshepsut to the god Amun</li><li>Uses some terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>Makes ONE or TWO points about the relationship of Hatshepsut to the god Amun</li></ul>	1–2

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

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

## Section III — Personalities in Their Times

### 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"><li>Provides detailed and accurate information about the relationship of Akhenaten to the god Aten using relevant sources to support the response</li><li>Develops a sustained, logical and well structured response using appropriate terms and concepts accurately</li></ul>	9–10
<ul style="list-style-type: none"><li>Provides some accurate information about the relationship of Akhenaten to the god Aten</li><li>Develops a sustained and well structured response using appropriate terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>Provides some information about the relationship of Akhenaten to the god Aten</li><li>Provides a response using some relevant terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>Makes general points about the relationship of Akhenaten to the god Aten</li><li>Uses some terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>Makes ONE or TWO points about the relationship of Akhenaten to the god Aten</li></ul>	1–2

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

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

## Section III — Personalities in Their Times

### 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"><li>• Provides detailed and accurate information about the religious policies of Ramesses II using relevant sources to support the response</li><li>• Develops a sustained, logical and well structured response using appropriate terms and concepts accurately</li></ul>	9–10
<ul style="list-style-type: none"><li>• Provides some accurate information about the religious policies of Ramesses II</li><li>• Develops a sustained and well structured response using appropriate terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides some information about the religious policies of Ramesses II</li><li>• Provides a response using some relevant terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>• Makes general points about the religious policies of Ramesses II</li><li>• Uses some terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes ONE or TWO points about the religious policies of Ramesses II</li></ul>	1–2

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

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

## Section III — Personalities in Their Times

### 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"><li>Provides detailed and accurate information about the organisation and administration of Sennacherib's empire using relevant sources to support the response</li><li>Develops a sustained, logical and well structured response using appropriate terms and concepts accurately</li></ul>	9–10
<ul style="list-style-type: none"><li>Provides some accurate information about the organisation and administration of Sennacherib's empire</li><li>Develops a sustained and well structured response using appropriate terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>Provides some information about the organisation and administration of Sennacherib's empire</li><li>Provides a response using some relevant terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>Makes general points about the organisation and administration of Sennacherib's empire</li><li>Uses some terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>Makes ONE or TWO points about the organisation and administration of Sennacherib's empire</li></ul>	1–2

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

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



### Section III — Personalities in Their Times

#### 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"><li>• Provides detailed and accurate information about how Xerxes dealt with revolts in the Persian empire using relevant sources to support the response</li><li>• Develops a sustained, logical and well structured response using appropriate terms and concepts accurately</li></ul>	9–10
<ul style="list-style-type: none"><li>• Provides some accurate information about how Xerxes dealt with revolts in the Persian empire</li><li>• Develops a sustained and well structured response using appropriate terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides some information about how Xerxes dealt with revolts in the Persian empire</li><li>• Provides a response using some relevant terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>• Makes general points about how Xerxes dealt with revolts in the Persian empire</li><li>• Uses some terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes ONE or TWO points about how Xerxes dealt with revolts in the Persian empire</li></ul>	1–2

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

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

### Section III — Personalities in Their Times

#### 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"><li>Provides detailed and accurate information about Hannibal's background and early career to the beginning of the Second Punic War (218BC) using relevant sources to support the response</li><li>Develops a sustained, logical and well structured response using appropriate terms and concepts accurately</li></ul>	9–10
<ul style="list-style-type: none"><li>Provides some accurate information about Hannibal's background and early career to the beginning of the Second Punic War (218BC)</li><li>Develops a sustained and well structured response using appropriate terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>Provides some information about Hannibal's background and early career to the beginning of the Second Punic War (218BC)</li><li>Provides a response using some relevant terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>Makes general points about Hannibal's background and early career to the beginning of the Second Punic War (218BC)</li><li>Uses some terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>Makes ONE or TWO points about Hannibal's background and early career until the beginning of the Second Punic War 218BC</li></ul>	1–2

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a comprehensive, sustained and coherent judgement about Hannibal's strategies and campaigns in the Second Punic War</li><li>• Develops a sustained, logical and well structured response using appropriate terms and concepts accurately</li><li>• Supports the response with detailed and accurate information from relevant sources</li></ul>	13–15
<ul style="list-style-type: none"><li>• Provides a comprehensive and coherent judgement about Hannibal's strategies and campaigns in the Second Punic War</li><li>• Develops a structured response using appropriate terms and concepts accurately</li><li>• Supports the response with detailed and accurate information from relevant sources</li></ul>	10–12
<ul style="list-style-type: none"><li>• Provides some judgement about Hannibal's strategies and campaigns in the Second Punic War</li><li>• Develops a structured response using appropriate terms and concepts accurately</li><li>• Supports the response with some information from relevant sources</li></ul>	7–9
<ul style="list-style-type: none"><li>• Provides some information about Hannibal's strategies and campaigns in the Second Punic War</li><li>• Uses some appropriate terms and concepts</li></ul>	4–6
<ul style="list-style-type: none"><li>• Makes some simple points about Hannibal's strategies and campaigns in the Second Punic War</li></ul>	1–3

## Section III — Personalities in Their Times

### 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"><li>• Provides detailed and accurate information about Pericles' democratic reforms using relevant sources to support the response</li><li>• Develops a sustained, logical and well structured response using appropriate terms and concepts accurately</li></ul>	9–10
<ul style="list-style-type: none"><li>• Provides some accurate information about Pericles' democratic reforms</li><li>• Develops a sustained and well structured response using appropriate terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides some information about Pericles' democratic reforms</li><li>• Provides a response using some relevant terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>• Makes general points about Pericles' democratic reforms</li><li>• Uses some terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes ONE or TWO points about Pericles' democratic reforms</li></ul>	1–2

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

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

## Section III — Personalities in Their Times

### 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"><li>• Provides detailed and accurate information about Alexander's family background and education using relevant sources to support the response</li><li>• Develops a sustained, logical and well structured response using appropriate terms and concepts accurately</li></ul>	9–10
<ul style="list-style-type: none"><li>• Provides some accurate information about Alexander's family background and education</li><li>• Develops a sustained and well structured response using appropriate terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides some information about Alexander's family background and education</li><li>• Provides a response using some relevant terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>• Makes general points about Alexander's family background and education</li><li>• Uses some terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes ONE or TWO points about Alexander's family background and education</li></ul>	1–2

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

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



**Section III — Personalities in Their Times****Option I — Greece: Cleopatra VII****Question 22 (a)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides detailed and accurate information about Cleopatra's family background and education using relevant sources to support the response</li><li>• Develops sustained, logical and well structured response using appropriate terms and concepts accurately</li></ul>	9–10
<ul style="list-style-type: none"><li>• Provides some accurate information about Cleopatra's family background and education</li><li>• Develops a sustained and well structured response using appropriate terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides some information about Cleopatra's family background and education</li><li>• Provides a response using some relevant terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>• Makes general points about Cleopatra's family background and education</li><li>• Uses some terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes ONE or TWO points about Cleopatra's family background and education</li></ul>	1–2

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a comprehensive, sustained and coherent judgement about Cleopatra's political relationships with Julius Caesar and Mark Antony</li><li>• Develops a sustained, logical and well structured response using appropriate terms and concepts accurately</li><li>• Supports the response with detailed and accurate information from relevant sources</li></ul>	13–15
<ul style="list-style-type: none"><li>• Provides a comprehensive and coherent judgement about Cleopatra's political relationships with Julius Caesar and Mark Antony</li><li>• Develops a structured response using appropriate terms and concepts accurately</li><li>• Supports the response with detailed and accurate information from relevant sources</li></ul>	10–12
<ul style="list-style-type: none"><li>• Provides some judgement about Cleopatra's political relationships with Julius Caesar and Mark Antony</li><li>• Develops a structured response using appropriate terms and concepts accurately</li><li>• Supports the response with some information from relevant sources</li></ul>	7–9
<ul style="list-style-type: none"><li>• Provides some information about Cleopatra's political relationships with Julius Caesar and Mark Antony</li><li>• Uses some appropriate terms and concepts</li></ul>	4–6
<ul style="list-style-type: none"><li>• Makes some simple points about Cleopatra's political relationships with Julius Caesar and Mark Antony</li></ul>	1–3

### Section III — Personalities in Their Times

#### 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"><li>Provides detailed and accurate information about the family background and early career of Tiberius Gracchus to 133 BC using relevant sources to support the response</li><li>Develops a sustained, logical and well structured response using appropriate terms and concepts accurately</li></ul>	9–10
<ul style="list-style-type: none"><li>Provides some accurate information about the family background and early career of Tiberius Gracchus to 133 BC</li><li>Develops a sustained and well structured response using appropriate terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>Provides some information about the family background and early career of Tiberius Gracchus to 133 BC</li><li>Provides a response using some relevant terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>Makes general points about the family background and early career of Tiberius Gracchus to 133 BC</li><li>Uses some terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>Makes ONE or TWO points about the family background and early career of Tiberius Gracchus to 133 BC</li></ul>	1–2

**Question 23 (b)***Outcomes assessed: H1.1, H2.1, H3.1, 3.2, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a comprehensive, sustained and coherent judgement about the career of Tiberius Gracchus as a Roman politician</li><li>• Develops a sustained, logical and well structured response using appropriate terms and concepts accurately</li><li>• Supports the response with detailed and accurate information from relevant sources</li></ul>	13–15
<ul style="list-style-type: none"><li>• Provides a comprehensive and coherent judgement about the career of Tiberius Gracchus as a Roman politician</li><li>• Develops a structured response using appropriate terms and concepts accurately</li><li>• Supports the response with detailed and accurate information from relevant sources</li></ul>	10–12
<ul style="list-style-type: none"><li>• Provides some judgement about the career of Tiberius Gracchus as a Roman politician</li><li>• Develops a structured response using appropriate terms and concepts accurately</li><li>• Supports the response with some information from relevant sources</li></ul>	7–9
<ul style="list-style-type: none"><li>• Provides some information about the career of Tiberius Gracchus</li><li>• Uses some appropriate terms and concepts</li></ul>	4–6
<ul style="list-style-type: none"><li>• Makes some simple points about the career of Tiberius Gracchus</li></ul>	1–3

**Section III — Personalities in Their Times****Option K — Rome: Julius Caesar****Question 24 (a)***Outcomes assessed: H1.1, H3.1, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides detailed and accurate information about Julius Caesar's early political career to 60 BC using relevant sources to support the response</li><li>• Develops a sustained, logical and well structured response using appropriate terms and concepts accurately</li></ul>	9–10
<ul style="list-style-type: none"><li>• Provides some accurate information about Julius Caesar's early political career to 60 BC</li><li>• Develops a sustained and well structured response using appropriate terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides some information about Julius Caesar's early political career to 60 BC</li><li>• Provides a response using some relevant terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>• Makes general points about Julius Caesar's early political career to 60 BC</li><li>• Uses some terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes ONE or TWO points about Julius Caesar's early political career to 60 BC</li></ul>	1–2

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a comprehensive, sustained and coherent analysis of the motives for the assassination of Julius Caesar</li><li>• Develops a sustained, logical and well structured response using appropriate terms and concepts accurately</li><li>• Supports the response with detailed and accurate information from relevant sources</li></ul>	13–15
<ul style="list-style-type: none"><li>• Provides a comprehensive and coherent analysis of the motives for the assassination of Julius Caesar</li><li>• Develops a structured response using appropriate terms and concepts accurately</li><li>• Supports the response with detailed and accurate information from relevant sources</li></ul>	10–12
<ul style="list-style-type: none"><li>• Provides some analysis about the motives for the assassination of Julius Caesar</li><li>• Develops a structured response using appropriate terms and concepts accurately</li><li>• Supports the response with some information from relevant sources</li></ul>	7–9
<ul style="list-style-type: none"><li>• Provides some information about the motives for the assassination of Julius Caesar</li><li>• Uses some appropriate terms and concepts</li></ul>	4–6
<ul style="list-style-type: none"><li>• Makes some simple points about the motives for the assassination of Julius Caesar</li></ul>	1–3

### Section III — Personalities in Their Times

#### 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"><li>• Provides detailed and accurate information about the basis of Agrippina's power and influence before her marriage to Claudius using relevant sources to support the response</li><li>• Develops a sustained, logical and well structured response using appropriate terms and concepts accurately</li></ul>	9–10
<ul style="list-style-type: none"><li>• Provides some accurate information about the basis of Agrippina's power and influence before her marriage to Claudius</li><li>• Develops a sustained and well structured response using appropriate terms and concepts accurately</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides some information about the basis of Agrippina's power and influence before her marriage to Claudius</li><li>• Provides a response using some relevant terms and concepts</li></ul>	5–6
<ul style="list-style-type: none"><li>• Makes general points about the basis of Agrippina's power and influence before her marriage to Claudius</li><li>• Uses some terms and concepts</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes ONE or TWO points about the basis of Agrippina's power and/or influence</li></ul>	1–2

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

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



## Section IV — Historical Periods

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

<b>Questions</b>	<b>27 (b)</b>	<b>29 (a)</b>	<b>30 (b)</b>	<b>31 (a)</b>	<b>32 (a)</b>	<b>33 (b)</b>	<b>34 (a)</b>
	<b>35 (a)</b>	<b>36 (b)</b>	<b>37 (a)</b>	<b>37 (b)</b>	<b>38 (a)</b>	<b>38 (b)</b>	<b>40 (b)</b>
	<b>41 (a)</b>	<b>41 (b)</b>					

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

### MARKING GUIDELINES

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

**Section IV — Historical Periods (continued)**

Questions with the terms ‘evaluate’

**Questions 26 (b) 39 (a)***Outcomes assessed: H1.1, H2.1, H3.3, H3.4, H4.1, H4.2***MARKING GUIDELINES**

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

## Section IV — Historical Periods (continued)

Questions with the terms ‘assess’ and ‘to what extent’

<b>Questions</b>	<b>26 (a)</b>	<b>27 (a)</b>	<b>28 (a)</b>	<b>29 (b)</b>	<b>30 (a)</b>	<b>31 (b)</b>	<b>32 (b)</b>
	<b>33 (a)</b>	<b>34 (b)</b>	<b>35 (b)</b>	<b>36 (a)</b>	<b>39 (b)</b>		

*Outcomes assessed: H1.1, H2.1, H3.3, H3.4, H4.1, H4.2*

### MARKING GUIDELINES

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

**Section IV — Historical Periods (continued)**

Questions with the term ‘discuss’

**Question 28 (b)***Outcomes assessed: H1.1, H2.1, H3.3, H3.4, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates comprehensive knowledge of the Battle of Kadesh and provides detailed and accurate points for and/or against its importance during this period</li><li>• Provides a sustained, logical and well-structured discussion</li><li>• Supports the response with detailed and accurate information from relevant sources; may analyse and evaluate sources</li><li>• Uses a range of appropriate historical terms and concepts</li></ul>	21–25
<ul style="list-style-type: none"><li>• Demonstrates thorough knowledge of the Battle of Kadesh and provides accurate points for and/or against its importance during this period</li><li>• Provides a logical, structured discussion</li><li>• Supports the response with information from relevant sources; may analyse and evaluate sources</li><li>• Uses appropriate historical terms and concepts</li></ul>	16–20
<ul style="list-style-type: none"><li>• Provides some points for and/or against the importance of the Battle of Kadesh during this period. May be some inaccuracies</li><li>• Supports the response with some information from relevant sources</li><li>• Uses some appropriate historical terms and concepts</li></ul>	11–15
<ul style="list-style-type: none"><li>• Makes statements about the Battle of Kadesh and may provide points for and/or against its importance during this period</li><li>• Presents some basic knowledge of individuals, groups, events and ideas</li><li>• May support the response with basic information from relevant sources</li><li>• Basic use of appropriate historical terms and concepts</li></ul>	6–10
<ul style="list-style-type: none"><li>• Presents a very limited narration/description of the Battle of Kadesh and/or its importance</li><li>• Very limited use of appropriate historical terms and concepts</li></ul>	1–5

## Section IV — Historical Periods

Questions with the terms ‘compare’

**Questions 40 (a)**

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

### MARKING GUIDELINES

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