NSW Education Standards Authority

2025 HSC Ancient History Marking Guidelines

Section I — Cities of Vesuvius – Pompeii and Herculaneum

Question 1

Criteria	Marks
• Provides accurate information about the main features of the eruption of Mount Vesuvius in AD 79	3
• Provides some information about the main features of the eruption of Mount Vesuvius in AD 79	2
• Makes a general statement(s) about a feature of the eruption of Mount Vesuvius in AD 79	1

Sample answer:

The eruption of Mount Vesuvius was preceded by earth tremors in the weeks and months prior. It began with a violent explosion, releasing a massive column of ash and pumice into the sky. The eruption released clouds of toxic gases, with volcanic material reaching heights of 33 kilometres. The people of Herculaneum were killed in the first pyroclastic surges, whilst the city of Pompeii endured hours of raining lapilli followed by a series of pyroclastic flows.

Question 2

Criteria	Marks
• Demonstrates a detailed and informed understanding of the value of graffiti as evidence for life in Pompeii • Supports the response using Source *A* • Communicates effectively using appropriate historical terms and concepts	4
• Demonstrates an informed understanding of the value of graffiti as evidence for life in Pompeii • Refers to Source *A* • Communicates using appropriate historical terms and concepts	3
• Demonstrates some understanding of graffiti as evidence for life in Pompeii • May refer to Source *A* • Communicates using some historical terms and/or concepts	2
• Makes a general statement(s) about graffiti and/or life in Pompeii	1

Sample answer:

Graffiti is of immense value as evidence for life in Pompeii; it can reveal information about politics, commerce, social structure, religion, and everyday life. Graffiti is found in all locations throughout the city of Pompeii, with Source *A* providing evidence for it being found even in the Basilica in the forum. Source *A* also attests to the sheer amount of graffiti in this location. Graffiti from the amphitheatre and *palaestra* are valuable in providing evidence about public entertainment. *Programmata* are scattered throughout the city and are valuable in showing that men and women from all social levels were active in politics.

Question 3

Criteria	Marks
• Provides a detailed and informed explanation of what evidence reveals about industries in Pompeii and Herculaneum • Supports the response using Source *B* • Communicates effectively using appropriate historical terms and concepts	6
• Provides an informed explanation of what evidence reveals about industries in Pompeii and Herculaneum • Refers to Source *B* • Communicates using appropriate historical terms and concepts	5
• Provides an explanation about industries in Pompeii and/or Herculaneum • Refers to Source *B* • Communicates using some historical terms and concepts	4
• Provides some information about one or more industries in Pompeii and/or Herculaneum • May refer to Source *B* • May use some historical terms and/or concepts	2–3
• Makes a general statement(s) about one or more industries in Pompeii or Herculaneum	1

Sample answer:

Evidence from Pompeii and Herculaneum reveals thriving industries that catered to the needs of both locals and trade networks. Numerous *pistrina*, with preserved mills and ovens, indicate the large-scale production of bread, a staple of the Roman diet. The fish hooks, shown in Source *B*, reflect the existence of the fishing industry in Campania. The importance of this is seen in the garum industry and the marine remains from the Herculaneum sewers. The presence of garum factories, particularly in Pompeii, highlights the significance of food processing and trade, as garum was highly sought-after across the empire. Excavations have uncovered *fullonicae* for textiles, with looms and dyeing vats suggesting a vibrant cloth-making industry. In addition, inscriptions and frescoes depict commercial transactions, advertising goods and services, from wine to metalwork. The discovery of wine presses, olive oil production facilities, and pottery kilns further demonstrates the variety of economic activities. These industries not only supported local communities but also linked Pompeii and Herculaneum to broader economic networks in the Mediterranean.

Question 4

Criteria	Marks
• Provides a well-developed and informed explanation of how new technologies have contributed to an understanding of Pompeii and Herculaneum • Integrates evidence from Sources *C* and *D* and other relevant sources to support the response • Uses a range of appropriate historical terms and concepts	10–12
• Provides an informed explanation of how new technologies have contributed to an understanding of Pompeii and Herculaneum • Uses evidence from Sources *C* and *D* and other relevant source(s) to support the response • Uses appropriate historical terms and concepts	7–9
• Provides an explanation of how new technologies have contributed to an understanding of Pompeii and/or Herculaneum • Refers to Sources *C* and/or *D* and may refer to other source(s) • Uses some appropriate historical terms and concepts	4–6
• Makes general statement(s) about new technology and its use in the study of Pompeii and/or Herculaneum • May refer to Source *C* and/or Source *D* and/or other source(s)	1–3

Answers could include:

- New DNA evidence from skeletons has revealed details about the genetic origins, health, and diets of the inhabitants, deepening our understanding of their daily lives and connections to other Mediterranean populations. (Source *C*)
- Advanced AI technology has enabled researchers to virtually 'unroll' charred scrolls from Herculaneum, revealing previously inaccessible texts and providing insights into the intellectual life of the ancient world. (Source *D*)
- Ground-Penetrating Radar (GPR): This technology has mapped hidden structures beneath volcanic deposits, identifying buildings and streets without the need for invasive excavation. This has informed understanding of the nature of the eruption and its impact.
- 3D Reconstruction: Digital modelling and 3D reconstructions have allowed researchers to recreate homes, temples, and shops, offering immersive views of how these cities looked before the eruption.
- Chemical Analysis: Portable X-ray fluorescence (pXRF) and other techniques have analysed frescoes, pottery, and residues, shedding light on trade networks, local craftsmanship, and diet.
- CT scans of plaster casts have revealed further information on the identities of people who died, providing insights into the population of Pompeii and who remained behind.

Section II — Ancient Societies

Option A: New Kingdom Egypt society to the death of Amenhotep III

Option B: New Kingdom Egypt society during the Ramesside period

Option C: Society in Israel from Solomon to the fall of Samaria

Option D: Persian society at the time of Darius and Xerxes

Option E: Society in China during the Han Dynasty 206 BC − AD 220

Option F: Bronze Age – Minoan Crete

Option G: Spartan society to the Battle of Leuctra 371 BC

Option H: Athenian society in the time of Pericles

Question 5–12

Part (a)

Criteria	Marks
• Provides an informed outline relevant to the question • Communicates effectively using appropriate historical terms and concepts	4
• Provides an outline relevant to the question • Communicates using some historical terms and concepts	3
• Provides some information relevant to the question • May use some historical terms and concepts	2
• Makes a general statement(s) relevant to the question	1

Sample answer:

Option A: New Kingdom Egypt society to the death of Amenhotep III

Maat signified a range of related concepts which included justice, truth, righteousness, balance and stability. In ancient Egypt in this period this concept was applied to the sufficient flooding of the Nile to enable crops to grow. *Maat* was also personified in the pharaoh in their administration of the state so that the Egyptian people's needs were provided for, their legal grievances were actioned and foreign enemies were subdued. *Maat* was embodied by the goddess of the same name, who wore a headdress of an ostrich feather, which represented truth.

Option F: Bronze Age – Minoan Crete

Palace complexes were characterised by large, centralised layouts which included a central courtyard, used for ceremonies and other activities. The palace complexes were multi-storied, featuring numerous rooms that included residential areas, workshops, storerooms and administrative centres. They also contained frescoes, often depicting religious ceremonies, animals and nature, and everyday life, reflecting the interests of the elite. Minoan palace complexes also had sophisticated plumbing and drainage systems.

Option G: Spartan society to the Battle of Leuctra 371 BC

The role of the *ekklesia,* or general assembly that represented the democratic element of the Spartan government, was to act as a forum for the discussion of matters such as war, law and foreign policy. Members could voice opinions and vote on decisions. Made up of free male citizens, Plutarch's *Life of Lycurgus* reveals that the *ekklesia* would elect the ephors annually and approve decisions made by the kings. The *ekklesia*, however, was controlled by the *gerousia*, the council of elders, which had greater authority. Another role of the *ekklesia* was to elect new members of the *gerousia*.

Part (b)

Criteria	Marks
• Provides an informed explanation relevant to the question • Communicates effectively using appropriate historical terms and concepts	6
• Provides an explanation relevant to the question • Communicates using appropriate historical terms and concepts	5
• Provides some explanation relevant to the question • Communicates using some historical terms and concepts	4
• Provides some information relevant to the question • May use some historical terms and/or concepts	2–3
• Makes a general statement(s) relevant to the question	1

Sample answer:

Option A: New Kingdom Egypt society to the death of Amenhotep III

Scribes played an important role during the New Kingdom Period. They studied for many years to learn to read and write and they were provided opportunities in the administrative, political and religious life in Egyptian society. Due to the complex nature of Egyptian administration, scribes were tasked with recording everything from royal decrees, religious texts, to correspondence with foreign rulers. The Amarna letters, many of them written by scribes, show how Egyptian scribes were involved in maintaining foreign relations during the reign of Amenhotep III. Many scribes were employed by temples to copy religious texts, write hymns, and maintain temple archives such as preparing mortuary texts, which were important for ensuring the deceased's successful journey to the afterlife. The Papyrus Lansing 'Be A Scribe' refers to the high status of scribes in society. They were exempt from conscription and paying taxes. They could achieve high office, even serving the Pharaoh. Scribes were indispensable and high-ranking members of New Kingdom Egyptian society, fulfilling critical roles.

Option F: Bronze Age – Minoan Crete

During Bronze Age Minoan Crete, the nature and identity of deities were intertwined with natural elements, societal values and ritualistic practices, reflecting a unique and complex religious ideology that was central to their lives. The primary deity in Minoan religion appears to have been a goddess, referred to as the 'Great Goddess' or 'Mother Goddess' who was associated with fertility, agriculture and nature. She is often depicted as powerful, with symbols of nature including doves, snakes and also double axes. Her appearance has suggested that Minoa may have been a matriarchal society. Male deities seem to be less prominent. They appear with the Great Goddess but were considered lesser and they are often shown in submissive positions or in roles supporting her. In later Minoan times, there is some reference to Potnia Theron, or 'Mistress of the Animals', as shown on seals where she is flanked by lionesses and stands near a shrine with horns of consecration possibly depicted. There is some speculation that there may have been a bull god, as shown by the numerous representations of bulls, bullhorns and bull leaping, however there is nothing to prove this definitively.

Option G: Spartan Society to the Battle of Leuctra 371 BC

The Spartans controlled the helots through a combination of fear, the threat of violence and the promise of rewards. The army was pivotal in the way the Spartans controlled the helots. Even during times of war, part of the army remained in Sparta in order to control the helot population and in case of revolt. Spartans also controlled the helots via the promise of rewards or freedom through their anticipation in battle, as mentioned by Thucydides in his account of Sphacteria. They could be rewarded with a share of the plunder or the change of status from helot to *neodamodeis*. The *syssitia* was used to control helots by reinforcing their exclusion from activities reserved for the *homoioi*. For example, they were excluded from *syssitia* and Plutarch records that they were even forced into drunkenness. Control was also gained through the promise of rewards for those who provided surplus food from the *kleros* for the *syssitia*. To ensure compliance of the helot population and to avoid helot uprisings like that following the earthquake of 465 BCE, Spartans implemented violent actions. Plutarch details the actions of the *krypteia*, members of which would hunt and kill helots, and Thucydides records the disappearance of 2000 helots who had been chosen for their bravery, suggesting they were killed.

Part (c)

Criteria	Marks
• Provides a well-developed and reasoned judgement relevant to the question • Demonstrates detailed and accurate knowledge and understanding relevant to the question • Interacts with the interpretation provided and uses evidence from other relevant sources to support the response • Communicates effectively using a range of appropriate historical terms and concepts	13–15
• Provides a reasoned judgement relevant to the question • Demonstrates accurate knowledge and understanding relevant to the question • Refers to the interpretation provided and uses other relevant source(s) to support the response • Communicates clearly using appropriate historical terms and concepts	10–12
• Provides some judgement relevant to the question • Demonstrates knowledge and understanding relevant to the question • Refers to the interpretation provided and/or other source(s) • Communicates using some appropriate historical terms and/or concepts	7–9
• Demonstrates some knowledge and/or understanding relevant to the question • May refer to the interpretation provided and/or other source(s) • Communicates using some historical terms and/or concepts	4–6
• Makes general statement(s) relevant to the question • May refer to the interpretation provided and/or a source • May use some historical terms and/or concepts	1–3

Answers could include:

Option A: New Kingdom Egypt society to the death of Amenhotep III

• Egyptian beliefs and practices surrounding death played a significant role during this period. These religious practices were essential in reinforcing the belief in the eternal cycle of death.

• According to the source, ancient Egyptian tombs depicted the importance of acknowledging life as part of the beliefs and practices regarding death. These scenes were not only artistic but have a deeper meaning showing their views on the continuation of life after death and the stability of *maat*.

• Scenes showing individuals working in the field were common in tombs, signifying that the deceased would be able to participate in similar activities in the afterlife.

• The mortuary temple of Amenhotep III and tomb were designed to ensure that his divine kingship would persist eternally. This ensured that the king's memory was honoured and that he would be venerated in the afterlife, presenting a harmonious existence.

• Ancient Egyptian funerary texts such as The Book of the Dead were a collection of spells, prayers, and incantations that were designed to guide the deceased through the underworld and to help them pass the judgement of the gods, most notably Osiris, who would judge their hearts to determine if they were worthy of eternal life.

- The source reveals that tombs featured other everyday activities such as banqueting and making wine which symbolised the provision of food and drink in the afterlife, ensuring that the deceased would continue to have sustenance for eternity.

Option F: Bronze Age – Minoan Crete

- Palace economy: The palace economy was an important feature, as it was part of the redistributive nature of the Minoan economy. Christakis refutes this, however, stating that the palace economies were an important feature for the way it privileged the upper classes.
- Agriculture was the most important feature as it formed the basis of the economy. Minoans cultivated olives, which contributed to the substantial oil and perfume industries, as well as grains and figs. Sheep were also kept, contributing to the Minoan textiles industry.
- Towns such as Gournia and Zakros were also important features, as they were centres for craft and industry. Evidence from these towns show their role in the production of textiles, metal work and pottery, contributing to trade, as mentioned by Christakis.
- Trade and economic exchange were substantial features of the Minoan economy. Minoans needed copper and tin, which were imported and used in their metalworking industry. In return, Minoans exported pottery, textiles, oil and other resources.
- Religious donations also were an important feature of the economy, with Linear B tablets indicating large scale contributions to temples/religious officials, indicating a one-way economy.

Option G: Spartan society to the Battle of Leuctra 371 BC

- Education was pivotal for boys in Spartan society as, according to Plutarch, at the age of seven, boys would enter the *agoge* system which would train them to become model citizens, which, according to the interpretation, was 'particularly demanding'. The *agoge* involved boys training in militaristic methods, participating in endurance events and competitions, transitioning through different stages of training according to their age.
- Education was important for boys because it aimed, as the interpretation states, to make them 'as far as possible the same', eventually leading to a society of Spartan *homoioi*, or 'equals'. This can be seen in the compulsory completion of the *agoge* system for all citizens.
- Xenophon states that Lycurgus instituted physical training for women as much as men, as it was critical for Spartan women to be strong mothers and mothers of strong hoplites. Girls were educated by their mothers or trainers particularly in athletics such as running, wrestling, discus and javelin, as detailed by Plutarch, and Aristophanes refers to the performance of *bibasis* by Spartan girls.
- The interpretation states that education is 'at the heart of Spartan ideology and practice'. This can be seen in the education of boys and girls in literary and musical performances that enforced Spartan ideals and militarism. Boys would learn about military manoeuvres through singing and dancing music to the poetry of Tyrtaeus, whilst girls would be educated in maiden songs. For both boys and girls, the element of competition within the education encouraged *arete,* excellence or moral virtue.
- This education was also important for the reinforcement of Spartan religious ideas and practices by instilling religious values and customs. This can be seen in the integration of sacrifice, rituals and religious observances in the *agoge* system, maintaining oaths and loyalty, and discipline and respect for authority.

Section III — Personalities in their Times

Option A: Egypt – Hatshepsut

Option B: Egypt – Akhenaten

Option C: The Near East – Sennacherib

Option D: The Near East – Xerxes

Option E: China – Qin Shihuangdi

Option F: Greece – Pericles

Option G: Greece – Alexander the Great

Option H: Rome – Tiberius Gracchus

Option I: Rome – Julius Caesar

Option J: Rome – Agrippina the Younger

Question 13–22

Part (a)

Criteria	Marks
• Provides an informed description relevant to the question • Communicates using appropriate historical terms and concepts	4
• Provides a description relevant to the question • Communicates using some historical terms and concepts	3
• Provides some information relevant to the question • May use some historical terms and concepts	2
• Makes a general statement(s) relevant to the question	1

Part (b)

Criteria	Marks
• Provides an informed explanation relevant to the question • Communicates effectively using appropriate terms and concepts	6
• Provides an explanation relevant to the question • Communicates using appropriate historical terms and concepts	5
• Provides some explanation relevant to the question • Communicates using some historical terms and concepts	4
• Provides some information relevant to the question • May use some historical terms and/or concepts	2–3
• Makes a general statement(s) relevant to the question	1

Questions 13–14

Part (c)

Criteria	Marks
• Provides a well-developed and informed explanation relevant to the question • Demonstrates detailed and accurate knowledge and understanding relevant to the question • Communicates effectively using a range of appropriate historical terms and concepts	13–15
• Provides an informed explanation relevant to the question • Demonstrates accurate knowledge and understanding relevant to the question • Communicates clearly using appropriate historical terms and concepts	10–12
• Provides some explanation relevant to the question • Demonstrates some knowledge and understanding relevant to the question • Communicates using some appropriate historical terms and/or concepts	7–9
• Demonstrates some knowledge and/or understanding relevant to the question • Communicates using some historical terms and/or concepts	4–6
• Makes general statement(s) relevant to the question • May use some historical terms and/or concepts	1–3

Questions 15–22

Part (c)

Criteria	Marks
• Provides a well-developed and informed discussion relevant to the question • Demonstrates detailed and accurate historical knowledge and understanding relevant to the question • Communicates effectively using a range of appropriate historical terms and concepts	13–15
• Provides an informed discussion relevant to the question • Demonstrates accurate knowledge and understanding relevant to the question • Communicates clearly using appropriate historical terms and concepts	10–12
• Provides some discussion relevant to the question • Demonstrates some knowledge and understanding relevant to the question • Communicates using some appropriate historical terms and/or concepts	7–9
• Demonstrates some knowledge and/or understanding relevant to the question • Communicates using some historical terms and/or concepts	4–6
• Makes general statement(s) relevant to the question • May use some historical terms and/or concepts	1–3

Section IV — Historical Periods

Option A: New Kingdom Egypt to the Death of Thutmose IV

Option B: New Kingdom Egypt – Amenhotep III to the Death of Ramesses II

Option C: The Ancient Levant – First Temple Period c. 970−586 BC

Option D: Persia – Cyrus II to the Death of Darius III

Option E: Imperial China – The Qin and Han 247−87 BC

Option F: The Greek World 500−440 BC

Option G: 4th-Century Greece to the Death of Philip II

Option H: The Fall of the Roman Republic 78−31 BC

Option I: The Augustan Age 44 BC − AD 14

Option J: The Julio-Claudians AD 14−69

Questions 23–32

Criteria	Marks
• Provides a perceptive judgement relevant to the question • Demonstrates deep historical knowledge and understanding relevant to the question • Effectively constructs an argument supported by evidence from relevant sources • Communicates ideas and information in a sustained, logical and cohesive response using appropriate historical terms and concepts	21–25
• Provides a judgement relevant to the question • Demonstrates detailed historical knowledge and understanding relevant to the question • Constructs an argument supported by reference to evidence from relevant sources • Communicates ideas and information in a logical and structured response using appropriate historical terms and concepts	16–20
• Provides some judgement relevant to the question • Demonstrates historical knowledge and understanding relevant to the question • Supports the response with some reference to evidence from relevant source(s) • Communicates in a structured response using some historical terms and concepts	11–15

• Demonstrates some knowledge and/or understanding relevant to the question • May use evidence from relevant source(s) • Communicates using some appropriate historical terms and/or concepts	6–10
• Makes general statement(s) relevant to the question • May refer to source(s) • May use some historical terms and/or concepts	1–5

• Demonstrates some knowledge and/or understanding relevant to the question • May use evidence from relevant source(s)	6–10

2025 HSC Ancient History Mapping Grid

Section I — Cities of Vesuvius – Pompeii and Herculaneum

Question	Marks	Content	Syllabus outcomes
1	3	Cities of Vesuvius – Pompeii and Herculaneum	AH12-9
2	4	Cities of Vesuvius – Pompeii and Herculaneum	AH12-5, AH12-6
3	6	Cities of Vesuvius – Pompeii and Herculaneum	AH12-5, AH12-6
4	12	Cities of Vesuvius – Pompeii and Herculaneum	AH12-6, AH12-7, AH12-9

Section II — Ancient Societies

Question	Marks	Content	Syllabus outcomes
5 (a)	4	Option A: New Kingdom Egypt society to the death of Amenhotep III	AH12-9
(b)	6	Option A: New Kingdom Egypt society to the death of Amenhotep III	AH12-3, AH12-4
(c)	15	Option A: New Kingdom Egypt society to the death of Amenhotep III	AH12-3, AH12-4, AH12-5, AH12-7, AH12-9
6 (a)	4	Option B: New Kingdom Egypt society during the Ramesside period	AH12-9
(b)	6	Option B: New Kingdom Egypt society during the Ramesside period	AH12-3, AH12-4
(c)	15	Option B: New Kingdom Egypt society during the Ramesside period	AH12-3, AH12-4, AH12-5, AH12-7, AH12-9
7 (a)	4	Option C: Society in Israel from Solomon to the fall of Samaria	AH12-9
(b)	6	Option C: Society in Israel from Solomon to the fall of Samaria	AH12-3, AH12-4
(c)	15	Option C: Society in Israel from Solomon to the fall of Samaria	AH12-3, AH12-4, AH12-5, AH12-7, AH12-9
8 (a)	4	Option D: Persian society at the time of Darius and Xerxes	AH12-9
(b)	6	Option D: Persian society at the time of Darius and Xerxes	AH12-3, AH12-4
(c)	15	Option D: Persian society at the time of Darius and Xerxes	AH12-3, AH12-4, AH12-5, AH12-7, AH12-9
9 (a)	4	Option E: Society in China during the Han Dynasty 206 BC – AD 220	AH12-9
(b)	6	Option E: Society in China during the Han Dynasty 206 BC − AD 220	AH12-3, AH12-4
(c)	15	Option E: Society in China during the Han Dynasty 206 BC − AD 220	AH12-3, AH12-4, AH12-5, AH12-7, AH12-9
10 (a)	4	Option F: Bronze Age – Minoan Crete	AH12-9
(b)	6	Option F: Bronze Age – Minoan Crete	AH12-3, AH12-4
(c)	15	Option F: Bronze Age – Minoan Crete	AH12-3, AH12-4, AH12-5, AH12-7, AH12-9

Question	Marks	Content	Syllabus outcomes
11 (a)	4	Option G: Spartan society to the Battle of Leuctra 371 BC	AH12-9
(b)	6	Option G: Spartan society to the Battle of Leuctra 371 BC	AH12-3, AH12-4
(c)	15	Option G: Spartan society to the Battle of Leuctra 371 BC	AH12-3, AH12-4, AH12-5, AH12-7, AH12-9
12 (a)	4	Option H: Athenian society in the time of Pericles	AH12-9
(b)	6	Option H: Athenian society in the time of Pericles	AH12-3, AH12-4
(c)	15	Option H: Athenian society in the time of Pericles	AH12-3, AH12-4, AH12-5, AH12-7, AH12-9

Section III — Personalities in their Times

Question	Marks	Content	Syllabus outcomes
13 (a)	4	Option A: Egypt – Hatshepsut	AH12-9
(b)	6	Option A: Egypt – Hatshepsut	AH12-5, AH12-9
(c)	15	Option A: Egypt – Hatshepsut	AH12-3, AH12-5, AH12-9
14 (a)	4	Option B: Egypt – Akhenaten	AH12-9
(b)	6	Option B: Egypt – Akhenaten	AH12-5, AH12-9
(c)	15	Option B: Egypt – Akhenaten	AH12-3, AH12-5, AH12-9
15 (a)	4	Option C: The Near East – Sennacherib	AH12-9
(b)	6	Option C: The Near East – Sennacherib	AH12-5, AH12-9
(c)	15	Option C: The Near East – Sennacherib	AH12-3, AH12-5, AH12-9
16 (a)	4	Option D: The Near East – Xerxes	AH12-9
(b)	6	Option D: The Near East – Xerxes	AH12-5, AH12-9
(c)	15	Option D: The Near East – Xerxes	AH12-3, AH12-5, AH12-9
17 (a)	4	Option E: China – Qin Shihuangdi	AH12-9
(b)	6	Option E: China – Qin Shihuangdi	AH12-5, AH12-9
(c)	15	Option E: China – Qin Shihuangdi	AH12-3, AH12-5, AH12-9
18 (a)	4	Option F: Greece – Pericles	AH12-9
(b)	6	Option F: Greece – Pericles	AH12-5, AH12-9
(c)	15	Option F: Greece – Pericles	AH12-3, AH12-5, AH12-9
19 (a)	4	Option G: Greece – Alexander the Great	AH12-9
(b)	6	Option G: Greece – Alexander the Great	AH12-5, AH12-9
(c)	15	Option G: Greece – Alexander the Great	AH12-3, AH12-5, AH12-9
20 (a)	4	Option H: Rome – Tiberius Gracchus	AH12-9
(b)	6	Option H: Rome – Tiberius Gracchus	AH12-5, AH12-9
(c)	15	Option H: Rome – Tiberius Gracchus	AH12-3, AH12-5, AH12-9
21 (a)	4	Option I: Rome – Julius Caesar	AH12-9
(b)	6	Option I: Rome – Julius Caesar	AH12-5, AH12-9
(c)	15	Option I: Rome – Julius Caesar	AH12-3, AH12-5, AH12-9
22 (a)	4	Option J: Rome – Agrippina the Younger	AH12-9
(b)	6	Option J: Rome – Agrippina the Younger	AH12-5, AH12-9
(c)	15	Option J: Rome – Agrippina the Younger	AH12-3, AH12-5, AH12-9

Section IV — Historical Periods

Question	Marks	Content	Syllabus outcomes
23 (a)	25	Option A: New Kingdom Egypt to the Death of Thutmose IV	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
(b)	25	Option A: New Kingdom Egypt to the Death of Thutmose IV	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
24 (a)	25	Option B: New Kingdom Egypt – Amenhotep III to the Death of Ramesses II	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
(b)	25	Option B: New Kingdom Egypt – Amenhotep III to the Death of Ramesses II	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
25 (a)	25	Option C: The Ancient Levant – First Temple Period c. 970−586 BC	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
(b)	25	Option C: The Ancient Levant – First Temple Period c. 970−586 BC	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
26 (a)	25	Option D: Persia – Cyrus II to the Death of Darius III	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
(b)	25	Option D: Persia – Cyrus II to the Death of Darius III	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
27 (a)	25	Option E: Imperial China – The Qin and Han 247−87 BC	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
(b)	25	Option E: Imperial China – The Qin and Han 247−87 BC	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
28 (a)	25	Option F: The Greek World 500−440 BC	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
(b)	25	Option F: The Greek World 500−440 BC	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
29 (a)	25	Option G: 4th-Century Greece to the Death of Philip II	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
(b)	25	Option G: 4th-Century Greece to the Death of Philip II	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
30 (a)	25	Option H: The Fall of the Roman Republic 78−31 BC	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
(b)	25	Option H: The Fall of the Roman Republic 78−31 BC	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
31 (a)	25	Option I: The Augustan Age 44 BC – AD 14	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
(b)	25	Option I: The Augustan Age 44 BC − AD 14	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9

Question	Marks	Content	Syllabus outcomes
32 (a)	25	Option J: The Julio-Claudians AD 14−69	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
(b)	25	Option J: The Julio-Claudians AD 14−69	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9