

2020 HSC Ancient History Marking Guidelines

Section I — Cities of Vesuvius – Pompeii and Herculaneum

Question 1

Criteria	Marks
<ul style="list-style-type: none">Provides accurate information about what ancient writing reveals about the eruption of AD 79Communicates using appropriate historical terms	3
<ul style="list-style-type: none">Provides some information about what ancient writing reveals about the eruption of AD 79May use historical terms	2
<ul style="list-style-type: none">Makes a general statement about ancient writing and/or the eruption of AD 79	1

Sample answer:

Ancient writing provides details about Vesuvius' increasing volcanic activity. This is referred to as the Plinian phase of the eruption because it is described in the letters of Pliny the Younger. These letters are an eye witness account of people's reactions to the eruption, and the destruction caused by it. Graffito is another form of ancient writing that reveals the time of year of the eruption.

Question 2

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed and accurate knowledge and understanding of what graffiti reveals about life in Pompeii • Supports response using Source A • Communicates using appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of what graffiti reveals about life in Pompeii • Refers to Source A • Communicates using some appropriate historical terms and concepts 	3
<ul style="list-style-type: none"> • Demonstrates limited knowledge of graffiti and/or life in Pompeii • May make reference to Source A • May use some historical terms and/or concepts 	2
<ul style="list-style-type: none"> • Makes a general statement about graffiti and/or life in Pompeii 	1

Sample answer:

Graffiti reveals information about various aspects of life in Pompeii. It was used for a variety of purposes, including advertising, communication, entertainment, politics etc. Source A, which refers to Gaius Julius Polybius, reveals that it was used in electoral processes, including campaigning, propaganda, voting etc. There is evidence in graffiti of political involvement of both individuals and groups such as tanners and bakers. It also provides reference to forms of entertainment such as gladiators, brothels etc.

Question 3

Criteria	Marks
<ul style="list-style-type: none"> Provides a reasoned judgement about the extent to which the given sources help historians to understand the roles of slaves and freedmen in Pompeii and Herculaneum Supports the response using evidence from the sources provided and refers to other relevant source(s) Communicates ideas and information using appropriate historical terms and concepts 	7–8
<ul style="list-style-type: none"> Provides some judgement on the extent to which the given sources help historians to understand the roles of slaves and/or freedmen in Pompeii and/or Herculaneum Refers to the sources provided and other source(s) Communicates using some historical terms and concepts 	5–6
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of sources or slaves/freedmen in Pompeii and/or Herculaneum May refer to the sources provided May use some historical terms and/or concepts 	3–4
<ul style="list-style-type: none"> Makes general statements about sources or slaves and/or freedmen in Pompeii and/or Herculaneum 	1–2

Answers could include:

- Sources are somewhat limited because this group of people were often represented by others with more power.
- Sources provide evidence of social mobility within the societies of Pompeii/Herculaneum (eg means to dedicate statue to Balbus in Source B).
- Sources provide evidence of activities of slaves (eg serving masters at banquets in Source C).
- Evidence of positions available to freedmen (eg Augustales – Collegium in Herculaneum).
- Roles of both men and women, slave and free – marriage of ex-slaves.
- Source B – provides evidence from the perspective of the freedman; however, must be aware of the dedication as propaganda (ie it makes the freedman look good!).
- Source C – painted from the perspective of the master, which does not offer the view of the slaves serving at the banquet.
- Other sources are required to provide a fuller picture of the lives of slaves/freedmen, although historians usually lack access to the voices of these groups. For example, ‘snake bracelet’ from master to slavegirl; tombstones/epitaphs; graffiti; wax tablets of Caecilius Iucundus detailing slaves bought and sold.
- Arguably difficult for historians to understand the role of slaves fully – we generally do not get their perspective on their own lives.

Question 4

Criteria	Marks
<ul style="list-style-type: none"> Provides a well-developed and accurate explanation of how new research has changed our understanding of Pompeii and Herculaneum Supports response with detailed reference to Sources <i>D</i> and <i>E</i> and other relevant sources Uses a range of historical terms and concepts appropriately 	9–10
<ul style="list-style-type: none"> Provides a detailed and accurate explanation of how new research has changed our understanding of Pompeii and Herculaneum Supports response using Sources <i>D</i> and <i>E</i> and other relevant source(s) Uses historical terms and concepts appropriately 	7–8
<ul style="list-style-type: none"> Provides a sound explanation of how new research has changed our understanding of Pompeii and Herculaneum Refers to Sources <i>D</i> and <i>E</i>; may refer to other source(s) Uses some historical terms and concepts appropriately 	5–6
<ul style="list-style-type: none"> Provides some explanation of how new research has changed our understanding of Pompeii and/or Herculaneum Refers to Source <i>D</i> and/or Source <i>E</i> and/or other source(s) May use historical terms and/or concepts 	3–4
<ul style="list-style-type: none"> Makes general statements relevant to the question May refer to Source <i>D</i> and/or Source <i>E</i> 	1–2

Answers could include:

- New research has changed our understanding of the sites in many ways, both uncovering new information and/or changing/enhancing our interpretation of existing evidence.
- Reinterpretation of skeletal remains (eg Source *D* – the ‘Muleteer’).
- Changing date of eruption due to discovery of graffiti.
- Reinterpretation of textual material in scrolls from Herculaneum using new forms of technology (eg Source *E* – Philodemus).
- Investigation into eco-facts (eg material from sewers); changing understanding of diets and health of inhabitants (eg the demographics of the towns).
- Reinterpretation of street usage in Pompeii; digital modelling offering reinterpretation of house usage in Pompeii (University of Lund).

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

Questions 5–12

Part (a)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed description relevant to the question Communicates effectively using appropriate historical terms and concepts 	5
<ul style="list-style-type: none"> Provides a sound description relevant to the question Communicates using appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> Provides some description relevant to the question Communicates using some appropriate historical terms and concepts 	3
<ul style="list-style-type: none"> Provides some information relevant to the question Uses some historical terms and/or concepts 	2
<ul style="list-style-type: none"> Makes a general statement(s) relevant to the question 	1

Sample answer:

Question 5 (a)

The role of the army in this period was to serve as a permanent and professional force for the defence of the Egyptian borders and the expansion of the new empire. They formed garrisons in conquered territories, such as Nubia and Syria-Palestine. They were integral for the quashing of revolts, especially in Nubia. Soldiers could also be used as bodyguards to the pharaoh and for trading expeditions, such as the expedition to Punt. They were also utilised as a labour force in the construction of building projects and public works.

Question 10 (a)

Minoan society featured many specialised crafts and industries (eg stone-working, metal-working), with these artisans displaying a high degree of technical ability. Many of these crafts and industries were concentrated in or around the palace complexes (eg Knossos). Products like pottery (eg the large pithoi found in palace magazines) played a key role in the Minoan economy. Jewellery and ivory objects produced by Minoan artisans are of exquisite quality, and have been found at many sites around the eastern Mediterranean, indicating their role in overseas trade.

Question 11 (a)

The role of women in Sparta was dependent on their social status. Spartan women played a significant role in the management of houses and estates, and are suggested in sources to have had influence in both private and public affairs. They played a prominent role in religious festivals through choral singing and dancing. Their key social duty was to bear children for the Spartan state. Helot women tended fields with their husbands and could also serve in Spartiate households, both as domestic servants and child-rearers.

Part (b)

Criteria	Marks
<ul style="list-style-type: none"> • Presents a well-developed explanation, demonstrating accurate and detailed knowledge and understanding relevant to the question • Makes detailed reference to evidence from the source provided • Communicates ideas and information coherently, using appropriate historical terms and concepts 	7–8
<ul style="list-style-type: none"> • Presents a sound explanation including accurate knowledge and understanding relevant to the question • Uses evidence from the source provided • Communicates ideas and information clearly, using appropriate historical terms and concepts 	5–6
<ul style="list-style-type: none"> • Presents limited explanation relevant to the question • May refer to evidence from the source provided • Communicates ideas using some historical terms and/or concepts 	3–4
<ul style="list-style-type: none"> • Makes general statement/s relevant to the question • May refer to the source provided 	1–2

Answers could include:

Question 5 (b) – Temples and religion

- Egypt was a polytheistic society – temples to Amun, Ptah, Hathor, Osiris etc. – link to Source F.
- Theocratic nature of the Egyptian state – use of pylons and obelisks to promote the pharaoh and his activities.
- Important role of festivals in Egyptian religion (eg Sed festivals, Opet festival, the Beautiful Feast of the Valley festival).
- Temples built in stone highlight the significance of religion to society (eg contrasted with the mud-brick constructions of palaces).
- Levels of access for different groups in Egyptian society – eg temenos walls marked sacred versus profane areas.
- Central role of pharaoh in religious activities as high priest, as depicted in reliefs within temple complexes.

Question 10 (b) – Tombs and death and burial

- Belief in the afterlife – eg burial goods to be taken to the afterlife contained in tombs (pottery etc.). See objects depicted in Source K.
- Ritualistic behaviours attached to death and burial in Minoan society – eg use of ossuaries; toasting/offering revealed by cups/vessels/rhytons within tombs.
- Practice of inhumation (rather than cremation); multiple burials, single burials develop later in the Minoan period.
- Children appear to be buried separately from adults (eg at Ayia Photia).
- Different types of tombs indicate changes to death and burial practices – eg house tombs, chamber tombs, tholos tombs.
- Tombs could include a clay storage vessel for the body – eg clay vessel/larnax depicted in Source K.

Question 11 (b) – Greek writers and Spartan culture

- Interpret the term ‘culture’ broadly to include practices, beliefs, customs etc.
- Greek writers reveal the features of the Spartan educational system (agoge), military training of the youths (Pausanias – see Source L – Xenophon, Plutarch).
- Marriage customs, such as bride-kidnapping (Plutarch) and wife-sharing for reproduction (Xenophon).
- Value of equality amongst Spartiates (Herodotus, Plutarch).
- Importance, role and values of the Spartan army (Tyrtaeus, Herodotus, Thucydides, Xenophon).
- Relative freedom and social participation of women (Aristotle, Aristophanes, Plato, Plutarch).

Part (c)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a well-developed explanation of what evidence archaeological and written sources provide about the topic • Integrates evidence from a wide variety of relevant sources to support the response • Communicates ideas and information logically and coherently using appropriate historical terms and concepts 	10–12
<ul style="list-style-type: none"> • Provides a sound explanation of what evidence archaeological and written sources provide about the topic • Uses evidence from a variety of relevant sources to support the response • Communicates ideas and information logically using appropriate historical terms and concepts 	7–9
<ul style="list-style-type: none"> • Provides some explanation of what evidence archaeological and written sources provide about the topic • Refers to one or more sources in the response • Communicates ideas and information using some appropriate historical terms and concepts 	4–6
<ul style="list-style-type: none"> • Makes general statement/s • May refer to source/s • May use historical terms and/or concepts 	1–3

Answers could include:

Question 5 (c) – Egyptian economy

- Key role of agriculture in the economy, and the centrality of agriculture to state production – Nilometers, Prayer to Hapi, tomb scenes of farming.
- Booty from campaigns and tribute from empire donated to the temple of Amun – Annals at Karnak, reliefs from tombs of high-ranking officials.
- Role of temple/temple estates in the economy, production of agricultural goods – eg Karnak.
- Centralised nature of the economy, with surveying of production and collection of grain for the state granaries – eg reliefs in the tomb of Menna.
- Re-establishment of foreign trade, for instance to Punt – eg reliefs on Deir el-Bahri temple – for import of luxury items.

- Range of occupations within society, such as sculptors, goldsmiths, viziers, farmers etc. – tomb paintings, tomb biographies (eg Rekhmire).
- Barter economy.

10 (c) – Minoan social structure

- Difficult to construct a picture of Minoan social structure from available evidence with certainty.
- Palace elite – frescoes in palaces depict ‘rulers’ (eg ‘Prince of the Lilies’); archaeologists have identified these figures as ‘kings’ or ‘queens’; seats in palaces (Knossos) interpreted as royal thrones. Relatively few in number, although over-represented in the sources. Evidence of palaces – suggests social structure, existence of more powerful leaders, but no evidence for a king’s residence. Classical Greek tradition mentions Minos, the king associated with Knossos, Rhadamanthys with Phaistos, Sarpedon with Mallia.
- Role of bureaucrats in the economy, religion etc. Linear B – fleeting glimpses of officials and bureaucrats, but during the period of Mycenaean influence. References to a king or wanax; ‘guasileus’ – one mentioned on tablet at Knossos – interpreted as a local chief; some suggestion of a small number of kings or chiefs at centres like Arkhanes, Pyrgos-Myrtos; ‘Lawagetas’ – leader of people or in military context.
- Priests and priestesses – rooms in palaces identified as ‘religious’ (eg lustral basins) reveal the important role of priests/priestesses in Minoan society. Snake goddess statuette interpreted as evidence for importance of religion (and in this case priestesses) in society.
- Women – feature prominently in frescoes and seals (eg seals depicting women as priestesses or goddesses). Evidence from towns like Gournia reveal role played by women in industries like weaving etc.
- Craft and agricultural workers – artefacts produced by craft workers indicate high level of skill/technology – eg gold jewellery (bee pendant, seal rings), pottery (stirrup jars). Archaeological material found reveals craft workers in palace complexes (eg workshops found in Knossos, Mallia). ‘Harvesters’ Vase’ reveals role of farmers in Minoan society; evidence of crop figures in Linear B tablets indicates role of agriculture.
- Early Minoan tombs and burial practices suggest society was structured around extended families – some more wealthy or powerful than others.

Question 11 (c) – Spartan economy

- Kleros system – instituted by Lycurgus (according to Plutarch) – equal division of land between Spartiates.
- Distinct inheritance laws which allowed females to inherit also led to unequal distribution of kleroi over time (Aristotle?).
- Range of crafts and industries, theoretically assigned to periokoi (Plutarch); however, Herodotus identifies inherited professions amongst Spartiates. Archaeological sources (such as kraters and kylikes) may suggest Spartan artists in the earlier period.
- Agricultural activities and estates relied on the slave labour of helots to sustain the military state (Tyrtaeus refers to the burden of the agricultural helot, for example).
- Use of iron bars in economic exchange (Plutarch) to avoid economic stratification. Discovery of a hoard of coins within the city of Sparta, which may suggest the use of coins as currency.
- Necessity of foreign trade for Spartan economic life eg Vix krater of Spartan design, uncovered in France, reveals exporting of Spartan goods; bone and ivory products (such as combs and figurines) reveal importance of importing in Spartan economy (from Syria?).

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

Questions 13–22

Part (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of the specified topic • Communicates using appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the specified topic • Communicates using some historical terms and concepts 	3
<ul style="list-style-type: none"> • Demonstrates some knowledge of the specified topic • Communicates using some historical terms and/or concepts 	2
<ul style="list-style-type: none"> • Makes a general statement(s) about the specified topic 	1

Part (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a developed and accurate explanation of the specified topic Communicates ideas and information coherently using a range of appropriate historical terms and concepts 	6
<ul style="list-style-type: none"> Provides a sound explanation of the specified topic Communicates ideas and information using appropriate historical terms and concepts 	4–5
<ul style="list-style-type: none"> Makes general statements relevant to the specified topic May use some historical terms and/or concepts 	2–3
<ul style="list-style-type: none"> Makes a general statement about the specified topic 	1

Part (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a well-developed and reasoned judgement relevant to the question Demonstrates detailed and accurate historical knowledge and understanding relevant to the question Integrates evidence from the source provided and other relevant sources to support the response Communicates ideas and information logically using appropriate historical terms and concepts 	13–15
<ul style="list-style-type: none"> Provides a reasoned judgement relevant to the question Demonstrates accurate historical knowledge and understanding Uses evidence from the source provided and may refer to other sources to support the response Communicates ideas and information clearly using appropriate historical terms and concepts 	10–12
<ul style="list-style-type: none"> Provides some judgement relevant to the question Demonstrates some historical knowledge and understanding Refers to the source provided and/or other source(s) Communicates ideas and information using some appropriate historical terms and/or concepts 	7–9
<ul style="list-style-type: none"> Demonstrates some historical knowledge and/or understanding relevant to the question May refer to information from the source provided and/or another source Communicates using some relevant historical terms and/or concepts 	4–6
<ul style="list-style-type: none"> Makes general statements in relation to the question May refer to a source/s 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 for 23 (a)–(b), 24 (a)–(b), 25 (b), 26 (a)–(b), 27 (a)–(b), 28 (a), 29 (b), 30 (a)–(b), 31 (b), 32 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates perceptive judgement relevant to the question • Demonstrates extensive historical knowledge and understanding relevant to the question • Provides detailed support with interpretation and well-selected evidence from relevant sources • Communicates ideas and information in a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> • Demonstrates judgement relevant to the question • Demonstrates detailed historical knowledge and understanding relevant to the question • Supports the response with interpretation and/or evidence from relevant sources • Communicates ideas and information in a logical and generally cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> • Demonstrates some judgement relevant to the question • Demonstrates historical knowledge and understanding • Supports the response with some interpretation and/or evidence from relevant sources • Presents a logical response using some historical terms and concepts 	11–15
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding relevant to the question • May use evidence from relevant sources • Communicates using some appropriate historical terms and concepts 	6–10
<ul style="list-style-type: none"> • Makes general statement/s • May refer to source/s • May use some historical terms and concepts 	1–5

Criteria for 25 (a), 28 (b), 29 (a), 31 (a), 32 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a comprehensive explanation relevant to the question • Demonstrates extensive historical knowledge and understanding relevant to the question • Provides detailed support with interpretation and well-selected evidence from relevant sources • Communicates ideas and information in a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> • Provides a thorough explanation relevant to the question • Demonstrates detailed historical knowledge and understanding relevant to the question • Supports the response with interpretation and/or evidence from relevant sources • Communicates ideas and information in a logical and generally cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> • Provides some explanation relevant to the question • Demonstrates historical knowledge and understanding • Supports the response with some interpretation and/or evidence from relevant sources • Presents a logical response using some historical terms and concepts 	11–15
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding relevant to the question • May use evidence from relevant sources • Communicates using some appropriate historical terms and concepts 	6–10
<ul style="list-style-type: none"> • Makes general statement/s • May refer to source/s • May use some historical terms and concepts 	1–5

2020 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	AH12-6
2	4	Cities of Vesuvius – Pompeii and Herculaneum	AH12-6
3	8	Cities of Vesuvius – Pompeii and Herculaneum	AH12-4, AH12-6, AH12-9
4	10	Cities of Vesuvius – Pompeii and Herculaneum	AH12-6, AH12-7, AH12-10

Section II — Ancient Societies

Question	Marks	Content	Syllabus outcomes
5 (a)	5	Option A: New Kingdom Egypt society to the death of Amenhotep III	AH12-5
5 (b)	8	Option A: New Kingdom Egypt society to the death of Amenhotep III	AH12-5, AH12-6,
5 (c)	12	Option A: New Kingdom Egypt society to the death of Amenhotep III	AH12-5, AH12-6, AH12-7, AH12-9
6 (a)	5	Option B: New Kingdom Egypt society during the Ramesside period	AH12-5
6 (b)	8	Option B: New Kingdom Egypt society during the Ramesside period	AH12-5, AH12-6
6 (c)	12	Option B: New Kingdom Egypt society during the Ramesside period	AH12-5, AH12-6, AH12-7, AH12-9
7 (a)	5	Option C: Society in Israel from Solomon to the fall of Samaria	AH12-5
7 (b)	8	Option C: Society in Israel from Solomon to the fall of Samaria	AH12-5, AH12-6
7 (c)	12	Option C: Society in Israel from Solomon to the fall of Samaria	AH12-5, AH12-6, AH12-7, AH12-9
8 (a)	5	Option D: Persian society at the time of Darius and Xerxes	AH12-5
8 (b)	8	Option D: Persian society at the time of Darius and Xerxes	AH12-5, AH12-6
8 (c)	12	Option D: Persian society at the time of Darius and Xerxes	AH12-5, AH12-6, AH12-7, AH12-9
9 (a)	5	Option E: Society in China during the Han Dynasty 206 BC – AD 220	AH12-5
9 (b)	8	Option E: Society in China during the Han Dynasty 206 BC – AD 220	AH12-5, AH12-6
9 (c)	12	Option E: Society in China during the Han Dynasty 206 BC – AD 2200	AH12-5, AH12-6, AH12-7, AH12-9
10 (a)	5	Option F: Bronze Age – Minoan Crete	AH12-5
10 (b)	8	Option F: Bronze Age – Minoan Crete	AH12-5, AH12-6
10 (c)	12	Option F: Bronze Age – Minoan Crete	AH12-5, AH12-6, AH12-7, AH12-9
11 (a)	5	Option G: Spartan society to the Battle of Leuctra 371 BC	AH12-5
11 (b)	8	Option G: Spartan society to the Battle of Leuctra 371 BC	AH12-5, AH12-6,

Question	Marks	Content	Syllabus outcomes
11 (c)	12	Option G: Spartan society to the Battle of Leuctra 371 BC	AH12-5, AH12-6, AH12-7, AH12-9
12 (a)	5	Option H: Athenian society in the time of Pericles	AH12-5
12 (b)	8	Option H: Athenian society in the time of Pericles	AH12-5, AH12-6
12 (c)	12	Option H: Athenian society in the time of Pericles	AH12-5, AH12-6, AH12-7, AH12-9

Section III — Personalities in their Times

Question	Marks	Content	Syllabus outcomes
13 (a)	4	Option A: Egypt – Hatshepsut	AH12-5
13 (b)	6	Option A: Egypt – Hatshepsut	AH12-2, AH12-5
13 (c)	15	Option A: Egypt – Hatshepsut	AH12-4, AH12-7, AH12-9
14 (a)	4	Option B: Egypt – Akhenaten	AH12-2, AH12-5
14 (b)	6	Option B: Egypt – Akhenaten	AH12-2, AH12-5
14 (c)	15	Option B: Egypt – Akhenaten	AH12-4, AH12-7, AH12-9
15 (a)	4	Option C: The Near East – Sennacherib	AH12-5
15 (b)	6	Option C: The Near East – Sennacherib	AH12-2, AH12-5
15 (c)	15	Option C: The Near East – Sennacherib	AH12-4, AH12-7, AH12-9
16 (a)	4	Option D: The Near East – Xerxes	AH12-5
16 (b)	6	Option D: The Near East – Xerxes	AH12-2, AH12-5
16 (c)	15	Option D: The Near East – Xerxes	AH12-4, AH12-7, AH12-9
17 (a)	4	Option E: China – Qin Shihuangdi	AH12-5
17 (b)	6	Option E: China – Qin Shihuangdi	AH12-2, AH12-5
17 (c)	15	Option E: China – Qin Shihuangdi	AH12-4, AH12-7, AH12-9
18 (a)	4	Option F: Greece – Pericles	AH12-5
18 (b)	6	Option F: Greece – Pericles	AH12-2, AH12-5
18 (c)	15	Option F: Greece – Pericles	AH12-4, AH12-7, AH12-9
19 (a)	4	Option G: Greece – Alexander the Great	AH12-5
19 (b)	6	Option G: Greece – Alexander the Great	AH12-2, AH12-5
19 (c)	15	Option G: Greece – Alexander the Great	AH12-4, AH12-7, AH12-9
20 (a)	4	Option H: Rome – Tiberius Gracchus	AH12-5
20 (b)	6	Option H: Rome – Tiberius Gracchus	AH12-2, AH12-5
20 (c)	15	Option H: Rome – Tiberius Gracchus	AH12-4, AH12-7, AH12-9
21 (a)	4	Option I: Rome – Julius Caesar	AH12-5
21 (b)	6	Option I: Rome – Julius Caesar	AH12-5, AH12-9
21 (c)	15	Option I: Rome – Julius Caesar	AH12-4, AH12-7, AH12-9
22 (a)	4	Option J: Rome – Agrippina the Younger	AH12-5
22 (b)	6	Option J: Rome – Agrippina the Younger	AH12-5, AH12-9
23 (c)	15	Option J: Rome – Agrippina the Younger	AH12-4 AH12-7, 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, AH12-7, AH12-9
23 (b)	25	Option A: New Kingdom Egypt to the Death of Thutmose IV	AH12-1, AH12-2, AH12-3, 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, AH12-7, AH12-9
24 (b)	25	Option B: New Kingdom Egypt – Amenhotep III to the Death of Ramesses II	AH12-1, AH12-2, AH12-3, 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, AH12-7, AH12-9
25 (b)	25	Option C: The Ancient Levant – First Temple Period c. 970–586 BC	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9
26 (a)	25	Option D: Persia – Cyrus II to the Death of Darius III	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9
26 (b)	25	Option D: Persia – Cyrus II to the Death of Darius III	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9
27 (a)	25	Option E: Imperial China – The Qin and Han 247–87 BC	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9
27 (b)	25	Option E: Imperial China – The Qin and Han 247–87 BC	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9
28 (a)	25	Option F: The Greek World 500–440 BC	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9
28 (b)	25	Option F: The Greek World 500–440 BC	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9
29 (a)	25	Option G: 4th-Century Greece to the Death of Philip II	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9
29 (b)	25	Option G: 4th-Century Greece to the Death of Philip II	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9
30 (a)	25	Option H: The Fall of the Roman Republic 78–31 BC	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9
30 (b)	25	Option H: The Fall of the Roman Republic 78–31 BC	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9
31 (a)	25	Option I: The Augustan Age 44 BC – AD 14	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9
31 (b)	25	Option I: The Augustan Age 44 BC – AD 14	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9
32 (a)	25	Option J: The Julio-Claudians AD 14–69	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9
32 (b)	25	Option J: The Julio-Claudians AD 14–69	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9