

2021 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 features of household religion in PompeiiSupports response using Source ACommunicates using appropriate historical terms	3
<ul style="list-style-type: none">Provides some information about features of household religion in PompeiiMakes reference to Source AMay use historical terms	2
<ul style="list-style-type: none">Makes a general statement about household religion in Pompeii	1

Sample answer:

Household religion centred around shrines where the household gods were worshipped and presented with offerings. Source A is a lararium (shrine) that portrays two dancing youths (the lares) whose spirits protected the household and the spirit of the head of the household (the genius) in the centre. The paterfamilias (head of the family) conducted religious ceremonies at the household shrine to ensure the family's good fortune.

Question 2

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and accurate explanation of how the natural features of Campania contributed to the economy of the region Communicates using appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> Provides an accurate explanation of how the natural features of Campania contributed to the economy of the region Communicates using some historical terms and concepts 	3
<ul style="list-style-type: none"> Provides some information about the natural features and/or the economy of Pompeii and/or Herculaneum May use some historical terms and/or concepts 	2
<ul style="list-style-type: none"> Makes a general statement about natural features and/or the economy in Pompeii and/or Herculaneum 	1

Sample answer:

The natural features of Campania directly contributed to the prosperity of the economy of Pompeii and Herculaneum. The Campanian region had fertile volcanic soil due to Mount Vesuvius which allowed for the production of a wide variety of food crops such as fruit and vegetables. Key industries included the growing of grapes and olives which led to significant wine and olive oil industries. Campania's proximity to the sea allowed the development of the fishing industry and the production of garum for which the region was famous. These products led to trade and economic prosperity in the region.

Question 3

Criteria	Marks
<ul style="list-style-type: none"> Provides a reasoned judgement about the extent to which tourism is valuable to Pompeii and Herculaneum Supports the response using evidence from Sources B and C 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 tourism is valuable to Pompeii and Herculaneum Refers to Sources B and C 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 the value of tourism in Pompeii and/or Herculaneum May refer to Sources B and/or C May use some historical terms and/or concepts 	3–4
<ul style="list-style-type: none"> Makes general statements about tourism in Pompeii and/or Herculaneum 	1–2

Answers could include:

Tourism is valuable to Pompeii and Herculaneum for several reasons:

- Source *B* indicates that Pompeii had over 2 million tourists each year from 2012 onwards and this increased to over 3 million in 2016–2017. A smaller number of tourists visit Herculaneum each year but there is also a trend of increasing numbers of visitors from 2012–2017, showing increasing interest in the sites.
- These tourists contribute to the economies of the towns by generating income (eg paying entry fees into the sites and spending money while visiting the region such as public transport, hotel accommodation, restaurants etc). Source *C* mentions that revenues from ticket sales are now kept by the Archaeological Park of Pompeii.
- Source *C* shows that the value of tourists has resulted in infrastructure to accommodate tourists such as sidewalks to increase accessibility of the sites to a wider range of tourists.
- International interest in the sites has contributed to increased education and awareness of the importance of these sites. The popularity of the sites has led to public campaigns to conserve and preserve the sites.
- The closure of the sites in 2020 due to COVID-19 has significantly affected the economy due to the lack of tourism and income.

The value of tourism can be questioned due to the damage it can cause to the sites:

- Source *C* mentions that tourists are often not supervised by guards and video surveillance doesn't extend to the entire site. This can lead to 'misbehaviour among tourists' such as tourists stealing material from the site.
- Large numbers of tourists (Source *B*) can also contribute to the degradation of the sites.
- Tourists can inadvertently contribute to destruction through wear and tear of footpaths and the ancient flooring within buildings, breathing on frescoes, using flash on cameras etc.
- Tourists can directly contribute to destruction eg by touching surfaces, drawing or inscribing graffiti on the sites.
- The lack of tourism due to COVID-19 in 2020 allowed for more focus on conservation projects.

Question 4

Criteria	Marks
<ul style="list-style-type: none"> Provides a well-developed and detailed explanation of the importance of leisure activities in everyday life in Pompeii and Herculaneum Integrates evidence from Sources <i>D</i> and <i>E</i> and uses other relevant sources to support the response Uses a range of historical terms and concepts appropriately 	9–10
<ul style="list-style-type: none"> Provides a detailed explanation of the importance of leisure activities in everyday life in Pompeii and Herculaneum Uses evidence from Sources <i>D</i> and <i>E</i> and other relevant source(s) to support the response Uses historical terms and concepts appropriately 	7–8
<ul style="list-style-type: none"> Provides some explanation of the importance of leisure activities in everyday life in 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 description of leisure activities in everyday life in 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 about leisure activities and/or everyday life May refer to Source <i>D</i> and/or Source <i>E</i> 	1–2

Answers could include:

Leisure activities played an important role in everyday life in Pompeii and Herculaneum for several reasons:

- Source *D* is a fresco that depicts a gladiatorial fight where one gladiator is injured. Gladiatorial shows were a popular leisure activity that attracted large crowds.
- The amphitheatre in Pompeii hosted large spectacles, seating upwards of 20 000 people. Seating here reflected social status, with the wealthy occupying seats at the front.
- The Odeion and Theatre in Pompeii and theatre at Herculaneum could seat thousands of people, indicating that participation in leisure activities was a key part of everyday life. Research by the PARP:PS project indicates the significance of leisure, noting that the area around the Odeion and Theatre was Pompeii’s ‘entertainment quarter’.
- Pompeii had four public bath complexes and Herculaneum had two. Visits to the public baths were a social occasion. The bath complexes were extensive, with several rooms and activities as well as separate areas for men and women, indicating the importance of bathing.
- Source *E* indicates that contributing to leisure activities was a form of self-promotion for wealthy benefactors, as the inscription advertises that Rufus paid for the orchestra “from his own money” as well as describing the political offices he achieved.
- Many other leisure activities such as gambling, dining and brothels were also features of everyday life.
- However, not all in society had equal access to leisure activities (eg the poor, slaves) and so the relative importance of leisure in everyday life reflected social status.

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 sound outline relevant to the question Communicates using appropriate historical terms and concepts 	3
<ul style="list-style-type: none"> Provides an outline relevant to the question May use historical terms and/or concepts 	2
<ul style="list-style-type: none"> Makes a general statement(s) relevant to the question 	1

Sample answer:

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

The site of Malkata, located on the West Bank of the Nile, features royal residences, apartments for officials, offices, administrative festival halls for royal events such as the Seb festival, a grand temple to Amun, and a harbour which connected the royal complex to the Nile.

- Option F: Bronze Age – Minoan Crete*

The site of Zakros is the fourth largest Minoan site on the island. The buildings contain evidence of a large central court, with staircases indicating the buildings had multiple levels. A unique feature of Zakros is the 'Hall of the Cistern'. There is also evidence outside the palace complex of a large furnace that may have been used for metal working.

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

The site of Sparta originally included five villages surrounding the public space which featured an acropolis and agora. The site also featured several religious buildings including a Temple to Athena Chalkioikos, sanctuary of Artemis Orthia, and the Menelaion.

Part (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and accurate description relevant to the question Communicates effectively using appropriate historical terms and concepts 	5
<ul style="list-style-type: none"> Provides an accurate 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

Answers could include:

- Option A: New Kingdom Egypt society to the death of Amenhotep III**
 - There was a range of literary genres from official documents and inscriptions to personal and popular wisdom texts, love poems and tomb biographies.
 - Wisdom texts continued to be popular in instilling family and community values and morality, eg Instructions of Ani.
 - Love poems were popular, often utilised for social entertainment, eg Papyrus Harris.
 - Officials wrote formal, structured tomb biographies to record the highlights of their life and career.
 - Funerary texts provide understanding of funeral practices and the concept of the afterlife.
- Option F: Bronze Age – Minoan Crete**
 - Building materials and construction: ashlar masonry using limestone and sandstone blocks, evidence of earthquake-resistant construction (rubble walls)
 - Water systems: palace complexes show evidence of advanced water distribution systems such as drains, aqueducts, wells and cisterns
 - Frescoes: “wet plaster” technique using metal pigments and mineral oxides
 - Metallurgy: methods and tools used to create metal objects including cooking pots, bowls and figurines
 - Pottery: introduction and use of pottery wheels and changes in firing technology and techniques
- Option G: Spartan Society to the Battle of Leuctra 371 BC**
 - Technologies developed by Spartans, perioikoi and foreigners, eg Syrians
 - Moulds were utilised to cast bronze and lead items, such as the many lead figurines from the Sanctuary of Artemis Orthia. This suggests a mass production in factory workshops
 - Weapons and armour were produced in workshops for the military state
 - Spartan technology and products were popular abroad, eg Vix Krater in Burgundy, France
 - Possibility of skilled foreign workers, or trade with regions such as Syria, to develop ivory carving, eg ivory combs.

Part (c)

Criteria	Marks
<ul style="list-style-type: none"> • Presents a well-developed and detailed explanation relevant to the question • Communicates ideas and information coherently, using appropriate historical terms and concepts 	6–7
<ul style="list-style-type: none"> • Presents clear explanation relevant to the question • Communicates ideas and information clearly, using appropriate historical terms and concepts 	4–5
<ul style="list-style-type: none"> • Presents some information relevant to the question • Communicates ideas using some historical terms and/or concepts 	2–3
<ul style="list-style-type: none"> • Makes general statement(s) relevant to the question 	1

Answers could include:

- *Option A: New Kingdom Egypt to the death of Amenhotep III*
 - Egypt was an agriculturally-based society – centralised taxation of grain
 - Bureaucracy to oversee, record and collect grain for royal granaries (taxation)
 - Basic unit of value was the deben
 - Exchange of essential items, such as at markets, through bartering, based on deben value
- *Option F: Bronze Age – Minoan Crete*
 - There are many different places in Minoan Crete associated with religious practices – these can be found within palace complexes and in more remote locations.
 - Peak sanctuaries provide remains of rituals involving fire, and their importance is evident by a range of votive offerings (including clay models, figurines and jewellery). Linear A inscriptions have also been found. Some peak sanctuaries have evidence of a temenos wall (such as Mt Juktas) which further highlight their importance to Minoan religion.
 - Cave shrines are also important religious places in Minoan Crete (including the Diktaean and Idean Cave), and often contain altars both inside and outside the tomb. It is generally believed that they have significance in relation to fertility, childbirth and burial.
 - Evidence of worship within palace complexes also shows that religious places were important aspects of everyday life. Lustral basins of various shapes, sizes and materials have been found at all palace complexes. The Tripartite Shrine at Knossos (with snake goddess figurines found nearby) also shows the importance of religious worship.
- *Option G: Spartan Society to the Battle of Leuctra 371BC*
 - Lycurgus viewed as national hero and founding figure of Spartan culture and society.
 - He is accredited with setting up the constitution (Rhetra), social structure, educational system and militaristic structures (Plutarch).
 - The Rhetra defined what it was to be Spartan – the social structure, syssitia and agoge all defined Spartiate vs non-Spartiate, creating an exclusive society.
 - Lycurgus allegedly created a ‘mixed constitution’ with a unique political structure in contrast to the rest of Greece – elements of monarchy, oligarchy, democracy (Aristotle). The syssitia was said to be Lycurgus’ creation, which served to create a cohesive, austere and militaristic culture (Xenophon).
 - Herodotus claims that before the Rhetra Sparta was the worst governed city – and thus Lycurgus’ Rhetra was viewed as significant in organising an effective city-state.

Part (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a well-developed analysis, demonstrating accurate and detailed 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 and coherently using appropriate historical terms and concepts 	9–10
<ul style="list-style-type: none"> Provides analysis demonstrating detailed knowledge and understanding relevant to the question Uses evidence from the source provided to support the response and refers to other relevant source(s) Communicates ideas and information logically using appropriate historical terms and concepts 	7–8
<ul style="list-style-type: none"> Provides some analysis, demonstrating some knowledge relevant to the question Uses evidence from the source provided and may refer to other source(s) Communicates ideas and information using some appropriate historical terms and concepts . 	5–6
<ul style="list-style-type: none"> Provides some description relevant to the question May refer to the source provided and/or to other sources Communicates ideas using some historical terms and/or concepts 	3–4
<ul style="list-style-type: none"> Makes general statement(s) May refer to source(s) May use historical terms and/or concepts 	1–2

Answers could include:

- Option A: New Kingdom Egypt society to the death of Amenhotep III*
 - The role of women in New Kingdom Egyptian society was determined by their social standing. These roles could include domestic, economic, religious and political features depending on status.
 - Main role as ‘Mistress of the House’ which was more supervisory for upper class women, whereas lower class women might have a more direct role in the running and managing of the household. A prime role of importance for women of all social classes was to bear and raise children.
 - Limited direct role in politics and government – with the exception of very few royal women – Hatshepsut as co-regent, Tiye corresponding diplomatically with the Mitanni.
 - Religion was an area where women were prominent. The God’s Wife of Amun held significant religious and economic influence. Non-royal women could serve as priestesses, or as musicians and singers at religious events such as festivals or funerals (Source F).
 - Economically, women could be relatively financially independent. The God’s Wife of Amun held large temple estates tax-free. Non-royal women could contribute to farm work and harvesting, as seen in tomb reliefs. Women could also work outside the home, potentially shown in Source F depicting female musicians. Women in general could inherit, own and sell property of their own.

- *Option F: Bronze Age – Minoan Crete*
 - Art from Minoan Crete is one of the main sources of information about aspects of Minoan society including the role of women, religion, agriculture and everyday life.
 - Frescoes are a major feature in many buildings at palace complexes; significant frescoes from Knossos include the Bull Leaping fresco, Dolphin fresco and Three Ladies fresco. Frescoes have often been found with other significant objects (for example, the Griffin fresco in the Throne Room with the lustral basin), which suggests a close relationship between art and religion in Minoan Crete.
 - Source *K* (sometimes referred to as the La Parisienne fresco) is one of only two frescoes found showing a woman within a topknot hairstyle; this is believed to indicate a strong connection between the role of women and religious practices.
 - The significant amounts of decorative pottery (nipped jugs) found at all sites in Crete also show the connection between occupations, the economy (trade) and art.
 - Workshops at various sites (including Zakros and Knossos) were likely sites for bronze work and figurine production and also played an economic role in Minoan society. Large quantities of seals found at Phaestos, Malia and Knossos are also linked with religious practices and beliefs; they also show the artisanal skill of the inhabitants.
- *Option G: Spartan Society to the Battle of Leuctra 371 BC*
 - The army played a significant social and political role in Spartan society. From the age of 7 to adulthood, Spartan boys were trained in the agoge in militaristic values and camaraderie (Plutarch). Agoge was central to developing a militaristic culture at all levels of society.
 - Control of the large, oppressed helot population was essentially completed by the army and the krypteia. Sarah Pomeroy reflects that Sparta was 'in a perpetual war against the helots'.
 - Social cohesion was developed and maintained through the experiences in the agoge and the syssitia, which developed camaraderie within military units, and militaristic values, eg Source *L* 'standing steadfast and fighting'.
 - Social importance and prominence were assigned to Spartan warriors, especially those who died in battle for Sparta – eg Plutarch, as well as Tyrtaeus (Source *L*) – 'the whole city mourns him', 'he becomes immortal'.
 - Assisting the army gave helots the opportunity to support the state and achieve freedom (Thucydides).
 - Defence of Sparta, and Hellas, was an obvious but rarer role of the army, as Thucydides outlined caution about committing to external wars, eg Thermopylae, eg Herodotus and Source *L* – Tyrtaeus.

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"> • Presents a well-developed explanation of the problems with evidence for historians studying the specified topic • 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 	9–10
<ul style="list-style-type: none"> • Presents a detailed explanation of the problems with evidence for historians studying the specified topic • Uses evidence from the source provided to support the response and refers to other source(s) • Communicates ideas coherently using appropriate historical terms and concepts 	7–8
<ul style="list-style-type: none"> • Presents a sound explanation of the problems with evidence for historians studying the specified topic • Refers to the source provided and may refer to other source(s) • Communicates ideas using appropriate historical terms and concepts 	5–6
<ul style="list-style-type: none"> • Presents some explanation of the problems with evidence for historians studying the specified topic • May refer to 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 and/or specified topic • May refer to the source provided 	1–2

Part (b)

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 a wide range of 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 a range of relevant 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 relevant source(s) in the response • 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 source(s) in the response • 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	Marks
<ul style="list-style-type: none"> • Demonstrates perceptive judgement relevant to the question • Demonstrates extensive historical knowledge and understanding relevant to the question • Supports the response 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

2021 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	AH12-3, AH12-5
3	8	Cities of Vesuvius – Pompeii and Herculaneum	AH12-2, AH12-6, AH12-10
4	10	Cities of Vesuvius – Pompeii and Herculaneum	AH12-3, AH12-5, AH12-6, AH12-9

Section II — Ancient Societies

Question	Marks	Content	Syllabus outcomes
5 (a)	3	Option A: New Kingdom Egypt society to the death of Amenhotep III	AH12-9
(b)	5	Option A: New Kingdom Egypt society to the death of Amenhotep III	AH12-5, AH12-9
(c)	7	Option A: New Kingdom Egypt society to the death of Amenhotep III	AH12-1, AH12-2, AH12-3, AH12-5, AH12-9
(d)	10	Option A: New Kingdom Egypt society to the death of Amenhotep III	AH12-1, AH12-2, AH12-3, AH12-5, AH12-6, AH12-9
6 (a)	3	Option B: New Kingdom Egypt society during the Ramesside period	AH12-9
(b)	5	Option B: New Kingdom Egypt society during the Ramesside period	AH12-5, AH12-9
(c)	7	Option B: New Kingdom Egypt society during the Ramesside period	AH12-1, AH12-2, AH12-3, AH12-5, AH12-9
(d)	10	Option B: New Kingdom Egypt society during the Ramesside period	AH12-1, AH12-2, AH12-3, AH12-5, AH12-6, AH12-9
7 (a)	3	Option C: Society in Israel from Solomon to the fall of Samaria	AH12-9
(b)	5	Option C: Society in Israel from Solomon to the fall of Samaria	AH12-5, AH12-9
(c)	7	Option C: Society in Israel from Solomon to the fall of Samaria	AH12-1, AH12-2, AH12-3, AH12-5, AH12-9
(d)	10	Option C: Society in Israel from Solomon to the fall of Samaria	AH12-1, AH12-3, AH12-5, AH12-6, AH12-9
8 (a)	3	Option D: Persian society at the time of Darius and Xerxes	AH12-9
(b)	5	Option D: Persian society at the time of Darius and Xerxes	AH12-5, AH12-9
(c)	7	Option D: Persian society at the time of Darius and Xerxes	AH12-1, AH12-3, AH12-5, AH12-6, AH12-9
(d)	10	Option D: Persian society at the time of Darius and Xerxes	AH12-1, AH12-3, AH12-5, AH12-6, AH12-9
9 (a)	3	Option E: Society in China during the Han Dynasty 206 BC – AD 220	AH12-9
(b)	5	Option E: Society in China during the Han Dynasty 206 BC – AD 220	AH12-5, AH12-9
(c)	7	Option E: Society in China during the Han Dynasty 206 BC – AD 2200	AH12-1, AH12-2, AH12-3, AH12-5, AH12-9
(d)	10	Option E: Society in China during the Han Dynasty 206 BC – AD 2200	AH12-1, AH12-3, AH12-5, AH12-6, AH12-9

Question	Marks	Content	Syllabus outcomes
10 (a)	3	Option F: Bronze Age – Minoan Crete	AH12-9
(b)	5	Option F: Bronze Age – Minoan Crete	AH12-5, AH12-9
(c)	7	Option F: Bronze Age – Minoan Crete	AH12-1, AH12-2, AH12-3, AH12-5, AH12-9
(d)	10	Option F: Bronze Age – Minoan Crete	AH12-1, AH12-3, AH12-5, AH12-6, AH12-9
11 (a)	3	Option G: Spartan society to the Battle of Leuctra 371 BC	AH12-9
(b)	5	Option G: Spartan society to the Battle of Leuctra 371 BC	AH12-5, AH12-9
(c)	7	Option G: Spartan society to the Battle of Leuctra 371 BC	AH12-1, AH12-3, AH12-5, AH12-6, AH12-9
(d)	10	Option G: Spartan society to the Battle of Leuctra 371 BC	AH12-1, AH12-3, AH12-5, AH12-6, AH12-9
12 (a)	3	Option H: Athenian society in the time of Pericles	AH12-9
(b)	5	Option H: Athenian society in the time of Pericles	AH12-5, AH12-9
(c)	7	Option H: Athenian society in the time of Pericles	AH12-1, AH12-2, AH12-3, AH12-5, AH12-9
(d)	10	Option H: Athenian society in the time of Pericles	AH12-1, AH12-3, AH12-5, AH12-6, AH12-9

Section III — Personalities in their Times

Question	Marks	Content	Syllabus outcomes
13 (a)	10	Option A: Egypt – Hatshepsut	AH12-4, AH12-6, AH12-7, AH12-9
(b)	15	Option A: Egypt – Hatshepsut	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
14 (a)	10	Option B: Egypt – Akhenaten	AH12-4, AH12-6, AH12-7, AH12-9
(b)	15	Option B: Egypt – Akhenaten	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
15 (a)	10	Option C: The Near East – Sennacherib	AH12-4, AH12-6, AH12-7, AH12-9
(b)	15	Option C: The Near East – Sennacherib	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
16 (a)	10	Option D: The Near East – Xerxes	AH12-4, AH12-6, AH12-7, AH12-9
(b)	15	Option D: The Near East – Xerxes	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
17 (a)	10	Option E: China – Qin Shihuangdi	AH12-4, AH12-6, AH12-7, AH12-9
(b)	15	Option E: China – Qin Shihuangdi	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
18 (a)	10	Option F: Greece – Pericles	AH12-4, AH12-6, AH12-7, AH12-9
(b)	15	Option F: Greece – Pericles	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9

Question	Marks	Content	Syllabus outcomes
19 (a)	10	Option G: Greece – Alexander the Great	AH12-4, AH12-6, AH12-7, AH12-9
(b)	15	Option G: Greece – Alexander the Great	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
20 (a)	10	Option H: Rome – Tiberius Gracchus	AH12-4, AH12-6, AH12-7, AH12-9
(b)	15	Option H: Rome – Tiberius Gracchus	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
21 (a)	10	Option I: Rome – Julius Caesar	AH12-4, AH12-6, AH12-7, AH12-9
(b)	15	Option I: Rome – Julius Caesar	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9
22 (a)	10	Option J: Rome – Agrippina the Younger	AH12-4, AH12-6, AH12-7, AH12-9
(b)	15	Option J: Rome – Agrippina the Younger	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, 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, AH12-4, 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, AH12-8, 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

Question	Marks	Content	Syllabus outcomes
(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
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