

2022 HSC Ancient History Marking Guidelines

Section I — Cities of Vesuvius – Pompeii and Herculaneum

Question 1

Criteria	Marks
<ul style="list-style-type: none">Provides an accurate explanation of the nature of foreign influence in PompeiiSupports response using Source ACommunicates using appropriate historical terms	3
<ul style="list-style-type: none">Provides some explanation of the nature of foreign influence in PompeiiMakes reference to Source AMay use historical terms	2
<ul style="list-style-type: none">Makes a general statement about foreign influence in Pompeii	1

Sample answer:

Foreign influence in Pompeii is evident in art, architecture and religious practices. Source A is a mosaic depicting Alexander the Great who lived centuries before. This reveals the ongoing influence of Greek history and culture within Pompeian society.

Question 2

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and accurate explanation of the importance of water supply and sanitation to everyday life in Pompeii and Herculaneum Supports response using evidence from Source B Communicates using appropriate historical terms and concepts 	5
<ul style="list-style-type: none"> Provides an accurate explanation of the importance of water supply and sanitation to everyday life in Pompeii and Herculaneum Refers to Source B Communicates using some historical terms and concepts 	4
<ul style="list-style-type: none"> Provides some explanation of the importance of water supply and sanitation to everyday life in Pompeii and Herculaneum May refer to Source B Communicates using some historical terms and/or concepts 	3
<ul style="list-style-type: none"> Provides some information on the water supply and/or sanitation in Pompeii and/or Herculaneum May refer to Source B May use some historical terms and/or concepts 	2
<ul style="list-style-type: none"> Makes a general statement about water supply or sanitation in Pompeii and/or Herculaneum <p>OR</p> <ul style="list-style-type: none"> Makes general reference to Source B 	1

Sample answer:

Water supply and sanitation were important for a variety of reasons in both public and private domains. For private citizens having water supplied to the home or business for practical purposes such as drinking, cleaning and cooking was important but to do so also demonstrated one's wealth and social status through activities such as private bathing and ornamental fountains as shown in Source B.

Water supply via aqueducts and pipes to baths, latrines and fountains, and carried away to cesspits and the sea, played an important functional role, while in the public sphere baths, for example, served a social role as a meeting place.

Question 3

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and accurate explanation of how the given sources help historians to understand the status of women within the social structure of Pompeii Supports the response using evidence from Sources C and D Communicates effectively using appropriate historical terms and concepts 	6–7
<ul style="list-style-type: none"> Provides an accurate explanation of how the given sources help historians to understand the status of women within the social structure of Pompeii Refers to Sources C and D Communicates using some historical terms and concepts 	4–5
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of the status of women and/or social structure in Pompeii May refer to Sources C and/or D May use some historical terms and/or concepts 	2–3
<ul style="list-style-type: none"> Makes general statements about women and/or social structure in Pompeii 	1

Answers could include:

The status of women within the social structure of Pompeii

- Women’s status in the household (Source D)
- Women of lower status, eg entertainment, prostitution (Source D)
- Women in business/economic status/property owner (Source C)
- Women in religion, eg priestess (Source C)
- Semi-independent status as society required a link to the prominent male in the family (Source C).

Question 4

Criteria	Marks
<ul style="list-style-type: none"> Provides a well-developed and detailed explanation of how the international community has contributed to Italian efforts in conserving the cities of Vesuvius Integrates evidence from Sources <i>E</i> and <i>F</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 how the international community has contributed to Italian efforts in conserving the cities of Vesuvius Uses evidence from Sources <i>E</i> and <i>F</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 how the international community has contributed to Italian efforts in conserving the cities of Vesuvius Refers to Sources <i>E</i> and <i>F</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 conservation efforts in the cities of Vesuvius Refers to Source <i>E</i> and/or Source <i>F</i> and/or other source(s) May use historical terms and/or concepts 	3–4
<ul style="list-style-type: none"> Makes general statement(s) about conserving the cities of Vesuvius May refer to Source <i>E</i> and/or Source <i>F</i> 	1–2

Answers could include:

The international community has contributed significantly to Italian conservation efforts over time:

- The German archaeologist, Gabriel Zuchriegel, taking up the superintendent role at Pompeii Archaeological Park and Herculaneum Archaeological Park (first non-Italian) (Source *E*)
- Anglo-American Project
- Gabriel Zuchriegel's role in the Great Pompeii Project (Source *E*)
- British School at Rome
- The Pompeii Cast Project (University of Sydney and Pompeii Archaeological Park)
- Herculaneum Conservation Project – Packard Humanities Institute
- Pompeii Sustainable Preservation Project (Source *F*)
- Getty Foundation and its contribution to conservation
- Contributions of private investment groups to Italian efforts (Source *F*)
- Donations of individuals for conservation efforts.

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
• Provides an outline relevant to the question	2
• Makes a general statement(s) relevant to the question	1

Sample answers:

- Option A: New Kingdom Egypt society to the death of Amenhotep III
Amun-Re was worshipped as the patron deity of Thebes. He was associated with creation and war.
- Option F: Bronze Age – Minoan Crete
Knossos is the political, cultural and ceremonial centre of Minoan Crete. It was also an important economic centre.
- Option G: Spartan society to the Battle of Leuctra 371 BC
Apollo was worshipped due to his military prowess. He was also associated with the sun and as a preserver of life.

Part (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation relevant to the question Communicates effectively using appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> Provides an explanation relevant to the question Communicates using appropriate historical terms and/or 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 general statement(s) relevant to the question 	1

Answers could include:

- Option A: New Kingdom Egypt society to the death of Amenhotep III
Tombs were important in New Kingdom Egypt because they were designed to help the deceased transition to the afterlife, for royals and non-royals alike. Decorations (like frescoes) within the tomb also magically provided guidance and sustenance for the dead in the afterlife. Examples could include the 'Book of the Dead', ushabtis and amulets.
- Option F: Bronze Age – Minoan Crete
Religious symbols appeared regularly in palace complexes and they are believed to have been significant to Minoan society in representing elements of spiritual beliefs. Connections to the natural world are also represented, for example the horns of consecration, depictions of the bull as well as trees and snakes. Similarly, the double-headed axe (labrys) also had religious significance to Minoans.
- Option G: Spartan society to the Battle of Leuctra 371 BC
Festivals were significant to Spartan society as they honoured the gods and brought the community together. For example, the Karneia celebrated Apollo on an annual basis during which military operations were suspended. The Hyakinthia and the Gymnopaedia were also important festivals.

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 an 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 society to the death of Amenhotep III
 - Reveals a rich cultural life
 - Texts indicate a literary society if only pertinent to an educated elite
 - Texts include a variety of forms, including poetry, wisdom and instruction literature (eg Instruction of Ani).
- Option F: Bronze Age – Minoan Crete
 - Architecture and building reveal the fascination of the Minoans with nature
 - Palaces were not simply elite residences, with the central court acting as a gathering place for society, including bull-leaping
 - Building practices (eg ashlar masonry) reveal the sophistication of society and its associated trades
 - Remains of buildings on the island indicate the style and way of living of Minoans
 - Archaeological remains reveal the living conditions of the local people.
- Option G: Spartan society to the Battle of Leuctra 371 BC
 - Statuette of girl doing exercise, revealing the Spartan desire for fit and healthy women
 - Architecture of Sparta reveals the austere nature of buildings although some religious sanctuaries like the Amyclaeon are considered more exuberant
 - Lakonian painted vases depict hunting scenes, warfare and drinking parties, as well as mythological beings.

Part (d)

Criteria	Marks
<ul style="list-style-type: none"> Provides a well-developed explanation, demonstrating 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 	10–12
<ul style="list-style-type: none"> Provides an explanation, demonstrating 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 	7–9
<ul style="list-style-type: none"> Provides a description demonstrating some knowledge relevant to the question May refer to the source provided and/or to other source(s) Communicates ideas using some historical terms and/or concepts 	4–6
<ul style="list-style-type: none"> Makes general statement(s) in relation to the question May refer to source(s) May use historical terms and/or concepts 	1–3

Answers could include:

- Option A: New Kingdom Egypt society to the death of Amenhotep III
 - Egypt was organised as a hierarchical society with the Pharaoh located at the top of the political pyramid
 - Maat underpins the hierarchy
 - Warrior pharaoh; underpinning this political organisation was Pharaoh’s control of the army
 - Administrative roles delegated to the viziers and other officials who were members of the elite, eg Source G, highlights the significance of officials within the political hierarchy
 - The Amun priesthood formed the religious elite.
- Option F: Bronze Age – Minoan Crete
 - There is a lack of understanding of the true nature of the political organisation of Minoan society; however, it is believed that society was hierarchical with palace complexes occupied by the elite, and a chief/leader/king, eg King Minos Source L
 - Legend identifies King Minos as a key ruler of Minoan Crete, who provided laws to the people of the island – see Source L
 - It is believed women played significant roles within all levels of society
 - It is believed that there was an organised bureaucracy that assisted in the running of society on behalf of the elite
 - Potentially theocratic in nature.
- Option G: Spartan society to the Battle of Leuctra 371 BC
 - Ephors

- Gerousia
- Dual kingship
- Ekklesia
- Mixed constitution – eg Source *M* reveals the perceived strength of Sparta's mixed constitution, made up of oligarchic, monarchical and democratic elements
- Lycurgan reform
- Strict citizenship of the city state
- Women participated in the assembly and could participate in acclamation but were excluded from other formal structures within Spartan society.

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 detailed and well-developed explanation relevant to the question • Integrates evidence from a range of 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 developed explanation relevant to the question • Uses evidence from relevant sources to support the response • Communicates ideas coherently using appropriate historical terms and concepts 	7–8
<ul style="list-style-type: none"> • Presents a sound explanation relevant to the question • Refers to relevant source(s) • Communicates ideas using appropriate historical terms and concepts 	5–6
<ul style="list-style-type: none"> • Presents some information relevant to the question • May refer to a relevant source • 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 a source 	1–2

Part (b)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a well-developed and reasoned assessment of the significance of the legacy • 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 assessment of the significance of the legacy • 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 assessment 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 statement(s) 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 (b), 24 (b), 26 (b), 27 (a), 27 (b), 28 (a), 28 (b), 30 (a), 30 (b), 31 (a), 31 (b), 32 (a), 32 (b)

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

Questions 25 (a), 26 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates perceptive discussion 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 discussion 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 discussion 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

Questions 23 (a), 24 (a), 25 (b), 29 (a), 29 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates perceptive 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"> • Demonstrates 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"> • Demonstrates 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

2022 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	5	Cities of Vesuvius – Pompeii and Herculaneum	AH12-3, AH12-5
3	7	Cities of Vesuvius – Pompeii and Herculaneum	AH12-2, AH12-6
4	10	Cities of Vesuvius – Pompeii and Herculaneum	AH12-3, AH12-6, AH12-9, AH12-10

Section II — Ancient Societies

Question	Marks	Content	Syllabus outcomes
5 (a)	2	Option A: New Kingdom Egypt society to the death of Amenhotep III	AH12-9
(b)	4	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)	12	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)	2	Option B: New Kingdom Egypt society during the Ramesside period	AH12-9
(b)	4	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)	12	Option B: New Kingdom Egypt society during the Ramesside period	AH12-1, AH12-2, AH12-3, AH12-5, AH12-6, AH12-9
7 (a)	2	Option C: Society in Israel from Solomon to the fall of Samaria	AH12-9
(b)	4	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)	12	Option C: Society in Israel from Solomon to the fall of Samaria	AH12-1, AH12-3, AH12-5, AH12-6, AH12-9
8 (a)	2	Option D: Persian society at the time of Darius and Xerxes	AH12-9
(b)	4	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)	12	Option D: Persian society at the time of Darius and Xerxes	AH12-1, AH12-3, AH12-5, AH12-6, AH12-9
9 (a)	2	Option E: Society in China during the Han Dynasty 206 BC – AD 220	AH12-9
(b)	4	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)	12	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)	2	Option F: Bronze Age – Minoan Crete	AH12-9
(b)	4	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)	12	Option F: Bronze Age – Minoan Crete	AH12-1, AH12-3, AH12-5, AH12-6, AH12-9
11 (a)	2	Option G: Spartan society to the Battle of Leuctra 371 BC	AH12-9
(b)	4	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)	12	Option G: Spartan society to the Battle of Leuctra 371 BC	AH12-1, AH12-3, AH12-5, AH12-6, AH12-9
12 (a)	2	Option H: Athenian society in the time of Pericles	AH12-9
(b)	4	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)	12	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