

This document shows the layout of the examination and provides some sample questions for each of the sections.

# Ancient History

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## **General Instructions**

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black pen
- A Source Booklet is provided at the back of this paper

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## **Total marks: 100**

### **Section I – 25 marks** (page 3)

- Attempt Questions 1–xx
- Allow about 45 minutes for this section

### **Section II – 25 marks** (pages 4–6)

- Attempt ONE question from Questions xx–xx
- Allow about 45 minutes for this section

### **Section III – 25 marks** (pages 7–10)

- Attempt ONE question from Questions xx–xx
- Allow about 45 minutes for this section

### **Section IV – 25 marks** (pages 11–13)

- Attempt ONE question from Questions xx–xx
- Allow about 45 minutes for this section

The first HSC examination for the new Ancient History Stage 6 syllabus will be held in 2019.

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The Ancient History examination specifications can be found in the *Assessment and Reporting in Ancient History Stage 6* document.

Questions will require candidates to demonstrate knowledge, understanding and skills developed through studying the course. The Year 11 course is assumed knowledge for the Year 12 course.

There is no expectation that all of the Year 12 content will be examined each year. The examination will test a representative sample of the Year 12 content in any given year.

The following sample questions provide examples of some questions that may be found in HSC examinations for Ancient History. Each question has been mapped to show how the sample question relates to syllabus outcomes and content.

Sample answers and marking guidelines for Sections I, II, III and IV are provided. The marking guidelines indicate the criteria associated with each mark or mark range. In the examination, students will record their answers to each section in separate writing booklets.

The sample questions and marking guidelines provide teachers and students with guidance as to the types of questions to expect and how they may be marked. They are not intended to be prescriptive.

Note:

- Comments in coloured boxes are annotations for the purpose of providing guidance for future examinations.

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

**25 marks**

**Attempt Questions 1–x**

**Allow about 45 minutes for this section**

The Source Booklet is required for this section.

Answer the questions in a writing booklet. Extra writing booklets are available.

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Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
  - communicate ideas and information logically
  - use historical terms and concepts appropriately
- 

### Question 1 (15 marks)

To what extent do Sources *A*, *B* and *C* provide a comprehensive picture of the status and roles of women in Pompeii? Support your response with reference to these and other relevant sources.

### Question 2 (12 marks)

Assess the value and limitations of the Forum for investigating religious and political life in Pompeii. Support your response with reference to Source *D* and other relevant sources.

### Question 3 (4 marks)

Compare the effects of the eruption of AD 79 on the cities of Pompeii and Herculaneum.

Questions that examine content only from the Survey will typically have a lower-mark value.

### Question 4 (10 marks)

What does the study of human remains reveal about everyday life in Pompeii and Herculaneum? Support your response with reference to Source *E* and other relevant sources.

This is an example of a question that examines content from different parts of the Focus of study.

This is NOT a complete examination paper. Questions may have different mark values and therefore do not aggregate to 25 marks.

There will be three or four questions in this section. One question will be worth 10 to 15 marks. Questions in this section will require candidates to analyse and interpret sources and apply their own knowledge.

## Section II — Ancient Societies

**25 marks**

**Attempt ONE question from Questions x–x**

**Answer all parts of the question**

**Allow about 45 minutes for this section**

There will be one question for each of the eight topics in this section. Questions will contain three or four parts. One part will be worth 10 to 15 marks.

Answer the questions in a writing booklet. Extra writing booklets are available.

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Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
  - communicate ideas and information logically
  - use historical terms and concepts appropriately
- 

The parts within these questions are samples of different marks, therefore the parts do not aggregate to 25 marks.

### **Question 5 — Option A – New Kingdom Egypt society to the death of Amenhotep III (25 marks)**

- (a) Explain the concept of *maat*. **3**
- (b) What does the Temple of Karnak reveal about the roles of a New Kingdom pharaoh? **6**

**Question 6 — Option B – New Kingdom Egypt society during the Ramesside period (25 marks)**

- (a) Outline the natural resources of New Kingdom Egypt during this period. **3**
- (b) How significant were religious festivals in the lives of New Kingdom Egyptians in this period? Support your response with reference to Source *F* and other relevant sources. **15**



Source *F*: Relief showing the procession during the Opet festival from Luxor Temple

This is an example of a question that requires candidates to use relevant sources to support their response.

**Question 7 — Option C – Society in Israel from Solomon to the fall of Samaria (25 marks)**

- (a) Describe the nature and role of the army in Israel during this period. **5**

**Question 8 — Option D – Persian society at the time of Darius and Xerxes (25 marks)**

- (a) How important was the Royal Road for the Persian Empire? **6**

**Question 9 — Option E – Society in China during the Han Dynasty 206 BC – AD 220 (25 marks)**

- (a) What does the entombment of Lady Dai reveal about funerary customs of the Han? **4**

This is an example of a question for a new topic.

**Question 10 — Option F – Bronze Age: Minoan Crete (25 marks)**

- (a) Explain the significance of one site from this period. **3**
- (b) Describe the key architectural features of Minoan palace complexes. **6**

**Question 11 — Option G – Spartan society to the Battle of Leuctra 371 BC (25 marks)**

- (a) Discuss the role of the kings in Sparta. Support your response with reference to relevant sources. **8**

**Question 12 — Option H – Athenian society in the time of Pericles (25 marks)**

- (a) What does evidence reveal about the impact of the empire on the economy of Athens? Support your response with reference to Source *G* and other relevant sources. **15**

Because of the greatness of our city the fruits of the whole earth flow in upon us; so that we enjoy the goods of other countries as freely as of our own.

Source *G*: Thucydides, *History of the Peloponnesian War* II.38

This question uses a source. Examples of sources may include texts, images, maps or diagrams.

### Section III — Personalities in Their Times

25 marks

Attempt ONE question from Questions x–x

Answer all parts of the question

Allow about 45 minutes for this section

There will be one question for each topic in this section. Questions will contain two or three parts. One part will be worth 10 to 15 marks.

Answer the question in a writing booklet. Extra writing booklets are available.

Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- communicate ideas and information logically
- use historical terms and concepts appropriately

The parts within these questions are samples of different marks, therefore the parts do not aggregate to 25 marks.

#### Question 13 — Option A – Egypt: Hatshepsut (25 marks)

- (a) How significant is the Temple of Deir el-Bahri for an understanding of Hatshepsut's reign? Support your response with reference to Sources *H* and *I* and other relevant sources. 15



Source *H*: Temple of Deir el-Bahri

This is my daughter, Khnemet-Amun, Hatshepsut, who liveth, I have appointed [her] –; she is my successor upon my throne, she will sit upon my wonderful seat. She will command the people in every place of the palace; she will lead you; she will proclaim her word, you will be united under her command.

Source *I*: Thutmose I's address to the court – from the Coronation Inscription

Adapted from J H Breasted, *Ancient Records of Egypt*,  
University of Illinois Press, Chicago, 1906, page 97

**Question 14 — Option B – Egypt: Akhenaten (25 marks)**

- (a) Why did Akhenaten establish the city of Akhetaten? 6

**Question 15 — Option C – The Near East: Sennacherib (25 marks)**

- (a) How useful are Sources *J* and *K* in evaluating Sennacherib's reign? Support your response with reference to these and other relevant sources. 15

Sennacherib ... who builds Assyria, who completes its cult cities; ... who digs canals, opens irrigated fields ... who established prosperity and abundance in the wide croplands of Assyria ... the one who builds masonry structures, from works for the living to tombs befitting the dead.

Source *J*: Extract from an inscription on a stela from Assur

34 strong cities, together with small cities of their environs, which were countless, I besieged, I conquered, I despoiled, I destroyed, I devastated, I burned with fire.

Source *K*: Extract from Sennacherib's *Annals*

**Question 16 — Option D – The Near East: Xerxes (25 marks)**

- (a) What benefits did Xerxes' reign bring to the people of the Persian empire? Support your response with reference to relevant sources. 8

**Question 17 — Option E – China: Qin Shihuangdi (25 marks)**

- (a) Using Source *L* and other sources, explain how Qin Shihuangdi consolidated his position as emperor. 10

Thus the empire was divided into thirty-six provinces, each province provided with a governor, a military commandant, and a superintendent ... All weights and measures were standardised, the gauge of wheeled vehicles was made uniform, and the writing system was standardised.

This is an example of a question for a new topic.

Source *L*: *Records of the Grand Historian: Qin Dynasty*, by Sima Qian, translated by Burton Watson. Research Centre for Translation, The Chinese University of Hong Kong and Columbia University Press, 1993

**Question 18 — Option F – Greece: Pericles (25 marks)**

- (a) How did Pericles maintain his leadership and influence in Athens? Support your response with reference to relevant sources. **7**

**Question 19 — Option G – Greece: Alexander the Great (25 marks)**

- (a) Describe Alexander’s family background. **5**
- (b) Source *M* provides a view about Alexander the Great. To what extent can this assessment be justified? **15**

... his passion was for glory only, and in that he was insatiable... Noble indeed was his power of inspiring his men, of filling them with confidence, and, in the moments of danger, of sweeping a way their fear by the spectacle of his own fearlessness.

Source *M*: Arrian, *The Campaigns of Alexander* VII.29

Approximately forty-two (42) words from THE CAMPAIGNS OF ALEXANDER by Arrian, translated by Aubrey de Sélincourt, revised with an introduction and note by J R Hamilton (Penguin Classics 1958, Revised edition 1971). Copyright © the Estate of Aubrey de Sélincourt, 1958. Introduction and Notes copyright © J R Hamilton, 1971.

**Question 20 — Option H – Rome: Tiberius Gracchus (25 marks)**

- (a) Why was Tiberius Gracchus assassinated? Support your response with reference to relevant sources. **8**

**Question 21 — Option I – Rome: Julius Caesar (25 marks)**

- (a) How did Julius Caesar’s military campaigns contribute to his political career? **7**
- (b) What was the impact of Julius Caesar’s personality on his ability to gain and maintain power? Support your response with reference to relevant sources. **10**

**Question 22 — Option J – Rome: Agrippina the Younger (25 marks)**

- (a) With reference to Source *N*, describe how Agrippina attained her position of prominence. **8**

On the pretext of her relationship, she paid frequent visits to her uncle, and so won his heart, that she was preferred to the others, and, though not yet his wife, already possessed a wife's power. For as soon as she was sure of her marriage, she began to aim at greater things ...

Source *N*: Tacitus, *Annals* XII

- (b) Assess the influence of Agrippina the Younger on her times. Support your response with reference to Sources *O* and *P*. **15**



Source *O*: Relief from Aphrodisias in modern Turkey showing Agrippina crowning her son Nero

Courtesy of New York University Excavations at Aphrodisias (Guido Petruccioli)

... she had aimed at a share of empire, and at inducing the praetorian cohorts to swear obedience to a woman, to the disgrace of the Senate and people; how, when she was disappointed, in her fury with the soldiers, the Senate, and the populace, she opposed the usual donative and largess, and organised perilous prosecutions against distinguished citizens.

Source *P*: Tacitus, *Annals* 14.11

## Section IV — Historical Periods

25 marks

Attempt ONE question from Questions x–x

Allow about 45 minutes for this section

There will be one extended response question for each of the topics in this section. Each question will have two alternatives. Candidates will be required to answer one alternative on the topic they have studied.

Answer the question in a writing booklet. Extra writing booklets are available.

Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- use relevant sources and interpretation to support your response
- communicate ideas and information using historical terms and concepts appropriately
- present a sustained, logical and cohesive response

### Question 23 — Option A – New Kingdom Egypt to the Death of Thutmose IV (25 marks)

Assess the importance of the army in the development of Egypt in this period. 25

### Question 24 — Option B – New Kingdom Egypt: Amenhotep III to the Death of Ramesses II (25 marks)

Source *Q* presents a view about Ramesses II. To what extent can this assessment be justified? 25

Awaiting copyright

Extract begins with ‘If the greatness’ and ends with ‘pyramid builders’.

Alan Gardiner, *Egypt of the Pharaohs*, Oxford University Press, 1961  
p 316, ISBN 0195 002679

Source *Q*: Sir Alan Gardiner, *Egypt of the Pharaohs*

### Question 25 — Option C – The Ancient Levant: First Temple Period c. 970–586 BC (25 marks)

How significant was the relationship between Judah and Assyria in this period? 25

### Question 26 — Option D – Persia: Cyrus II to the Death of Darius III (25 marks)

To what extent does Cyrus II deserve the title ‘The Great’? 25

Questions may not include a source.

**Question 27 — Option E – Imperial China – The *Qin* and Han 247–87 BC**  
(25 marks)

How successful were the Qin in establishing the empire? Support your response with reference to Source *R* and other relevant sources.

25

Then Qin faced south to call itself ruler of the empire, which meant that the world now had a Son of Heaven to head it. The masses hoped that they would be granted the peace and security to live out their lives, and there was not one of them who did not set aside selfish thoughts and look up to the sovereign in reverence. This was the moment for demonstrating authority and proving one's merit as a ruler, laying the foundation for lasting peace in the empire.

This is an example of a question for a new topic.

Source *R*: *Records of the Grand Historian: Qin Dynasty*, by Sima Qian, translated by Burton Watson. Research Centre for Translation, The Chinese University of Hong Kong and Columbia University Press, 1993

**Question 28 — Option F – The Greek World 500–440 BC** (25 marks)

Why did the nature and activities of the Delian League change in the period 478–440 BC?

25

**Question 29 — Option G – 4th Century Greece to the Death of Philip II**  
(25 marks)

Explain why the balance of power in Greece changed in this period. Support your response with reference to Source *S* and other sources.

25

Epaminondas was the first Western commander to use military means to achieve strategic ends by forcing a tactical decision in the field... Epaminondas marched his army through the Peloponnese into Laconia and liberated Messenia, depriving Sparta of half its economic and manpower strength.

Source *S*: Richard A Gabriel, *Philip II of Macedonia*

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**Question 30 — Option H – The fall of the Roman Republic 78–31 BC**  
(25 marks)

25

Account for the changing nature of politics in Rome during this period.

**Question 31 — Option I – The Augustan Age 44 BC – AD 14** (25 marks)

25

Explain how Augustus was able to establish the principate in the period up to 23 BC.

**Question 32 — Option J – The Julio-Claudians AD 14–69** (25 marks)

This is an example of alternative questions.

**Example 1**

25

Discuss the impact of the principate of Nero on Rome and the empire.

25

**Example 2**

*Contrary to the view of ancient sources, Tiberius was a highly successful emperor, bringing stability and prosperity to Rome and the empire.*

This statement presents a view about the principate of Tiberius. To what extent does the evidence support this view?

This is an example of a question that includes an interpretation.

**End of sample questions**

# Ancient History

## Source Booklet

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**Instructions**    Detach this Source Booklet

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**Sources**  
**A – E**

**Source A** (page 2)

**Source B** (page 2)

**Source C** (page 3)

**Source D** (page 3)

**Source E** (page 4)

### Source A

Graffito from a tavern, Pompeii CIL IV, 7863

[Make] C Lollius Fuscus duumvir for  
looking after the roads [and] the sacred  
[and] the public buildings. Asellina's  
[girls] ask you, not without Zmyrina.

CIL IV 7863

### Source B

Statue of Eumachia and inscription from the Building of Eumachia in the Forum,  
Pompeii CIL X, 813



*The fullers dedicate this statue to Eumachia,  
daughter of Lucius, and public priestess*

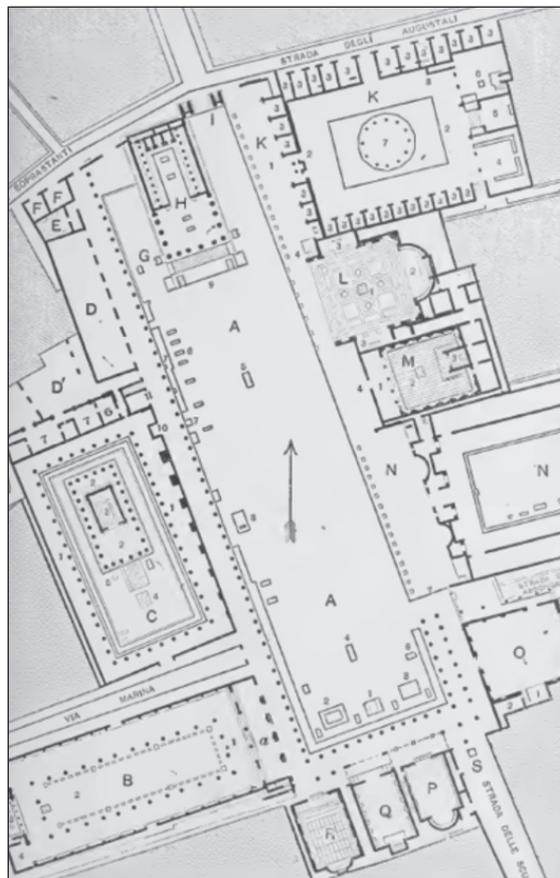
### Source C

Extract from the inscription on the tomb of Naevoleia Tyche, Pompeii CIL X, 1030

... Naevoleia Tyche, freedwoman of Lucius Naevoleius, for herself and for Gaius Munatius Faustus, member of the Brotherhood of Augustus and suburban official ... This monument Naevoleia Tyche built in her lifetime also for the freedmen and freedwomen of herself and of Gaius Munatius Faustus ...

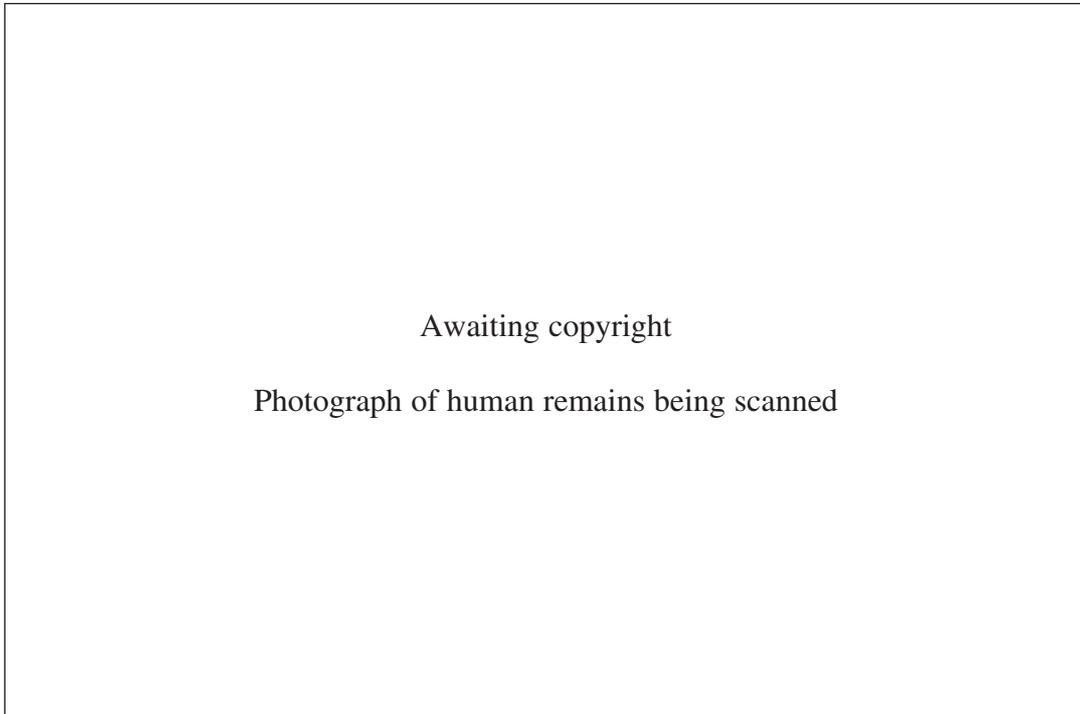
### Source D

Plan of the Pompeii Forum



**Source E**

Computerised axial tomography (CAT) machines, also known as CT scanners, are used to produce detailed 3D models of the remains. April 2015



## HSC Ancient History Sample Questions Marking Guidelines

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

#### Question 1

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a well-developed and reasoned judgement about the extent to which the given sources provide a comprehensive picture of the status and roles of women in Pompeii</li> <li>• Demonstrates accurate historical knowledge and understanding relevant to the question</li> <li>• Integrates evidence from the sources provided and other relevant sources to support the response</li> <li>• Communicates ideas and information logically using appropriate historical terms and concepts</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Presents a reasoned judgement about the extent to which the given sources provide a comprehensive picture of the status and roles of women in Pompeii</li> <li>• Demonstrates sound historical knowledge and understanding relevant to the question</li> <li>• Uses evidence from all the sources provided</li> <li>• May refer to other source(s)</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Presents some judgement about the extent to which the given sources provide a comprehensive picture of the status and roles of women in Pompeii</li> <li>• Demonstrates some historical knowledge and understanding relevant to the question</li> <li>• Uses evidence from at least TWO of the sources provided</li> <li>• May refer to other source(s)</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some knowledge and/or understanding of the status and/or roles of women in Pompeii</li> </ul>	4–6

<ul style="list-style-type: none"> <li>• May refer to evidence from some source(s)</li> <li>• Communicates a response using some historical terms and/or concepts</li> </ul>	
<ul style="list-style-type: none"> <li>• Makes general statement(s) about women in Pompeii</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–3

**Answers could include:**

**Possible judgement:**

- Sources *A*, *B* and *C* provide a picture of the status and roles of women, however, they don't reflect the important and varied roles of women – wives, mothers, household managers, household workers, slave and free
- Women belonged to all social classes and fulfilled a range of roles in family, economy and religion
- Freeborn women enjoyed status of fathers and husbands
- Female slaves and freedwomen worked in all levels of society – vital to domestic and economic spheres.

**Source A:**

- Women were engaged in commercial activities
- Asellina owned or ran a tavern and employed women
- Women could not participate in politics, however they took an interest – graffito.

**Source B:**

- Women could control considerable wealth
- Eumachia was from a wealthy family with interests in the wool industry
- Eumachia built an impressive building in the Forum
- Inscription makes reference to Eumachia as public priestess.

**Source C:**

- Tomb of Naevoleia is evidence of wealth and position that could be reached by freedwomen
- Naevoleia amassed a considerable fortune from trade
- Inscription suggests she and her husband employed a number of freedwomen and freedmen.

**Other possible sources relevant to 'missing' domestic sphere:**

- Portraits of women and couples show important roles of wives within the family
- Alphabets found on walls show mothers involved in children's early education
- Paintings from home of Julia Felix show scenes of daily life
- Loom weights suggest spinning and weaving were important women's occupations
- Wall painting from *lararia* shows matron of the house sacrificing to household deities.

## Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a well-developed and reasoned judgement about the value and limitations of the Forum for investigating religious and political life in Pompeii</li> <li>• Integrates evidence from the source provided and other relevant sources to support the response</li> <li>• Communicates ideas and information logically using appropriate historical terms and concepts</li> </ul>	11–12
<ul style="list-style-type: none"> <li>• Presents a reasoned judgement about the value and limitations of the Forum for investigating religious and political life in Pompeii</li> <li>• Uses evidence from the source provided to support the response</li> <li>• Refers to other relevant source(s)</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Presents some judgement about the value and limitations of the Forum for investigating religious and political life in Pompeii</li> <li>• Uses evidence from the source provided</li> <li>• May refer to other source(s)</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	6–8
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of the Forum and/or religious and political life in Pompeii</li> <li>• May refer to information from the source provided and/or other source(s)</li> <li>• Communicates a response using some historical terms and/or concepts</li> </ul>	3–5
<ul style="list-style-type: none"> <li>• Makes general statement(s) about the Forum and/or life in Pompeii</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–2

### *Answers could include:*

The Forum in Pompeii was the religious, political and economic centre of Pompeii. The main public buildings in the Forum related to religion, politics, administration, law and commerce and reveal much about the daily activities of the people of Pompeii.

### **Religious life**

Various temples in the forum were the homes for gods and goddesses; places where rituals were carried out to honour the deities. Temples provide evidence about various beliefs and dedications to the various gods and goddesses including:

- State gods such as Jupiter, Juno, Minerva – Temple of Jupiter (the Capitolium) Source *D*
- The imperial cult – first introduced at the time of Augustus (beginning of the first century AD). This cult was dedicated to the genius or divine aspect of the emperors – Temple of Genius of Augustus, known later as the Temple of Vespasian
- Pompeii’s protector deities such as Venus, Apollo and Hercules – Temple of Apollo
- Household gods (Lares) who protected the home and the family – Sanctuary of the Public Lares. Built as a token of gratitude for having escaped the earthquake of AD 62.

### **Political life**

Numerous political, administrative and legal buildings in the Forum reveal evidence of political activity in Pompeii.

- Comitium – for the people’s assembly to meet and vote in elections
- Curia and other magistrates’ buildings – municipal offices probably used for local council meetings including offices for junior magistrates (Aediles) and senior magistrates (Duoviri)
- Basilica – housed the law courts and was where justice was administered.

### **Other evidence in the forum about religious and political life**

- Inscriptions detailing dedications to political figures (Dedication to the Emperor Caesar Augustus in the Curia)
- Inscriptions detailing dedications to the gods (sundial in temple of Apollo dedicated by Lucius Sepunius Sandilianus).

### **Other evidence outside the Forum**

The remains of the forum are limited so other evidence is important in understanding religious and political life in Pompeii.

- Political life – electoral notices, graffiti on the walls of buildings
- Religious life – other temples such as the Temple of Isis (foreign cults) and Lararium (household gods)

### Question 3

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides an accurate comparison of the effects of the eruption on the cities of Pompeii and Herculaneum</li> <li>Communicates using appropriate historical terms and concepts</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates sound knowledge of the effects of the eruption on the cities of Pompeii and Herculaneum</li> <li>Communicates using some appropriate historical terms and/or concepts</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Makes general statements about Pompeii and/or Herculaneum</li> </ul>	1

**Sample answer:**

The eruption had a greater effect on Pompeii during the first stage. Pumice of varying sizes, some described as ‘enormous stones’, began to fall over Pompeii. Wooden beams that would have collapsed during this stage have been uncovered in houses at both sites. Cause of death for people in Pompeii was asphyxiation, extreme heat and collapsing roofs.

Herculaneum suffered less impact in the first few hours of the eruption. The second, more destructive phase buried the city to a depth of 20 metres in comparison to four metres in Pompeii. Human remains in Herculaneum illustrate the sudden and brutal impact of the pyroclastic surge causing instant death. In comparison to Pompeii, inhabitants of Herculaneum also experienced extreme heat causing immediate death.

### Question 4

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates well-developed and accurate knowledge and understanding of what the study of human remains reveals about everyday life in Pompeii and Herculaneum</li> <li>• Integrates evidence from the source provided and other relevant sources to support the response</li> <li>• Communicates ideas and information logically using appropriate historical terms and concepts</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding of what the study of human remains reveals about everyday life in Pompeii and Herculaneum</li> <li>• Uses evidence from the source provided to support the response</li> <li>• Refers to other relevant source(s)</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and/or understanding of what the study of human remains reveals about everyday life in Pompeii and Herculaneum</li> <li>• Uses evidence from the source provided</li> <li>• May refer to other source(s)</li> <li>• Communicates ideas and information using some appropriate historical terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of the study of human remains and/or what they reveal about everyday life in Pompeii and Herculaneum</li> <li>• May refer to evidence from the source provided and/or other source(s)</li> <li>• Communicates using some historical terms and/or concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about human remains and/or everyday life in Pompeii and Herculaneum</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–2

**Answers could include:**

Over 1000 bodies have been discovered in Pompeii and Herculaneum – in ash, pumice and as skeletal remains. Human remains reveal evidence about the health and social status of the people. New research and technologies used on human remains have led to new and changing interpretation including, how people died, their ages and specifically, their health and diet.

**Skeletal remains**

- The skeletal remains of about 300 people who died of thermal shock have been found in boat shelters at Herculaneum. Skeletons also found in Pompeii eg House of Menander
- Skeletal remains represent a cross-section of the population
- Testing on bones provide information about nutritional and health conditions of the people
- Analysis of teeth suggests high consumption of carbohydrates which can be linked to malnutrition and disease
- Work of Bisel, Capasso, Lazer show careful consideration of the processes and techniques used.

### **Casts**

- Work of Giuseppe Fiorelli demonstrates 19th century techniques
- New research and technologies – Source *E*. New technology (CT scanners) to analyse casts from Pompeii has revealed more evidence about diet and health by investigating such things as the condition of teeth and bones.

## Section II — Ancient Societies

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

#### Question 5 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate explanation of the concept of <i>maat</i></li> <li>• Communicates using appropriate historical terms</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of the concept of <i>maat</i></li> <li>• Communicates using historical terms</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes a relevant point about <i>maat</i></li> </ul>	1

**Sample answer:**

The pharaoh's main role at all times was to uphold *maat*, the order of the universe of which Egypt was a part. The pharaoh was responsible for maintaining the harmony of the universe and protecting Egypt from the chaos that was continually causing tension. The concept of *maat* also embodied truth and justice. As well as *maat* being an abstract idea, it was personified as a goddess, representing truth, justice and the Egyptian way. She was usually depicted wearing an ostrich feather on her head and was responsible for controlling the cycle of the seasons and the stars.

**Question 5 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates developed and accurate knowledge and understanding of what the Temple of Karnak reveals about the roles of a New Kingdom pharaoh</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	6
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and/or understanding of what the Temple of Karnak reveals about the roles of a New Kingdom pharaoh</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of the Temple of Karnak and/or the roles of a New Kingdom pharaoh</li> <li>• Communicates using some historical terms and concepts</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Makes a general statement about the Temple of Karnak or a New Kingdom pharaoh</li> </ul>	1

***Sample answer:***

In the early 18th Dynasty, the Temple of Karnak became one of the most important temples in Egypt, reflecting the significance of the god Amun. It also became a symbol of the wealth and legitimacy of the powerful pharaohs during this period, with each pharaoh contributing to the complex to honour the god and ensure their relationship with Amun.

As each new pharaoh came to the throne, they initiated a building program that had religious and political significance, thus the contributions to the Temple of Karnak were a reflection of the pharaoh’s religious and political roles.

A chief duty of the pharaoh was to honour the god in his temple, through additions to the Temple of Karnak which was dedicated to him. Thutmose I, Hatshepsut, Thutmose III and Amenhotep all erected pylons creating a grand processional route through the temple for the various festivals and rituals conducted in honour of the god. The pharaoh conducted rituals on a daily basis and throughout the year including the Sed and Opet festivals, and the Beautiful Feast of the Valley.

The Temple of Karnak also provides evidence for the pharaoh’s political role, as it served as an advertisement for their achievements in establishing and maintaining a newly unified Egypt. The Temple of Karnak was used for self-promotion and as a means to develop the ideology of kingship.

**Option B — New Kingdom Egypt society during the Ramesside period**

**Question 6 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides accurate information about a range of natural resources of New Kingdom Egypt</li> <li>• Communicates using appropriate historical terms</li> </ul>	3
<ul style="list-style-type: none"> <li>• Provides some information about natural resources of New Kingdom Egypt</li> <li>• Communicates using historical terms</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes a general statement about a natural resource of New Kingdom Egypt</li> </ul>	1

***Sample answer:***

The annual inundation provided water and fertile silt that farmers needed to grow crops including fruit and grains such as barley. The river also provided other resources such as birds, fish and papyrus. The deserts referred to as the ‘red land’ provided other important natural resources including minerals, stone and semi-precious stones. The Egyptians also mined copper and turquoise.

**Question 6 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a well-developed and reasoned judgement about the significance of religious festivals in the lives of New Kingdom Egyptians</li> <li>• Demonstrates accurate historical knowledge and understanding relevant to the question</li> <li>• Integrates evidence from the source provided and other relevant sources to support the response</li> <li>• Communicates ideas and information logically using appropriate historical terms and concepts</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Provides a reasoned judgement about the significance of religious festivals in the lives of New Kingdom Egyptians</li> <li>• Demonstrates sound historical knowledge and understanding relevant to the question</li> <li>• Uses evidence from the source provided to support the response</li> <li>• Refers to other relevant source(s)</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides a sound judgement about the significance of religious festivals in the lives of New Kingdom Egyptians</li> <li>• Demonstrates some historical knowledge and understanding relevant to the question</li> <li>• Uses information from the source provided</li> <li>• May refer to other source(s)</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of religious festivals and/or lives of New Kingdom Egyptians in the period</li> <li>• May refer to information from the source provided and/or other source(s)</li> <li>• Communicates using some historical terms and concepts</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Makes general statement(s) about religious festivals and/or lives of New Kingdom Egyptians in the period</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–3

**Answers could include:**

**Possible judgement:**

- There were numerous festivals (50–60 festivals listed in Festival Hall of Thutmose II at Karnak)
- Festival offered connection to the gods – feast days honouring local deities allowed ordinary people to participate
- State annual festivals – Opet, Beautiful Feast of the Valley and Sed festivals were important for the pharaoh. Reinforced the dominance of Amun, the temple and its priesthood; symbolised pharaoh’s relationship with the gods, affirming their right to rule and demonstrated their upholding of *maat*.

**Answers could include details of Opet and at least two of the following:**

**Opet:**

- Most important festival, held annually; lasted 2–4 weeks
- Great procession – carrying of statue of Amun from Karnak to Luxor Temple, accompanied by pharaoh and priests (Source E shows scene of the procession)
- Most significant festival for the pharaoh – ritual of renewal of the pharaoh’s power; reflection of pharaoh’s duty to maintain *maat* (*security and stability for people*)
- Opet was significant for ordinary people – annual holiday that coincided with annual inundation.

**Beautiful Feast of the Valley:**

- Celebrated annually
- Procession with statues of Amun from Karnak to mortuary temples of deceased rulers
- Significant festival for ordinary Egyptians – time of holiday and celebration; they visited tombs of own families.

**Sed:**

- Important kingship festival – renewal of the pharaoh’s power, confirming their rule over Upper and Lower Egypt
- Traditionally celebrated after 30 years of reign, but held more frequently during Ramesside period (Ramesses II is known to have celebrated Sed festivals 14 times in his 67-year reign).

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

**Question 7 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents an accurate description of the nature and role of the army during the period</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	5
<ul style="list-style-type: none"> <li>• Presents a sound description of the nature and role of the army during the period</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	4
<ul style="list-style-type: none"> <li>• Presents some description of the nature and role of the army during the period</li> <li>• Communicates using some historical terms and/or concepts</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Makes a general statement about the role of the army during the period</li> </ul>	1

***Sample answer:***

The nature and role of the army changed significantly during this period. David established an infantry force, which Solomon later developed into a more organised army, including chariots and cavalry in order to protect trade routes and assets of the state. Conscripts were also called for compulsory military service.

The primary role of the charioteers and troops was to defend fortifications. Other troops remained with the king and could be mobilised promptly to areas of conflict based on their skills and training. Cavalry and chariots were highly suited to the open plains and valleys in the north, while archers were used to ambush and attack a city. Archaeological discoveries at Megiddo indicate that up to 450 horses and 150 chariots may have been stationed there. Kings I states that in total, Solomon owned 12 000 horses with horsemen and 1400 chariots.

The army was efficiently organised. Troops and young officers were assigned to commanders and strict discipline was applied. The main responsibilities of the various ranks and units of the army included the expansion of territory, capturing and deporting prisoners, collection of tributes and punishing people who did not support the king.

**Option D — Persian society at the time of Darius and Xerxes**

**Question 8 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a reasoned judgement about the importance of the Royal Road for the Persian Empire</li> <li>• Demonstrates accurate historical knowledge and understanding of the Royal Road</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	6
<ul style="list-style-type: none"> <li>• Presents a sound judgement about the importance of the Royal Road for the Persian Empire</li> <li>• Demonstrates sound historical knowledge and/or understanding of the Royal Road</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of the Royal Road</li> <li>• Communicates using some historical terms and/or concepts</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Makes a general statement about the Royal Road or the Persian Empire</li> </ul>	1

**Sample answer:**

The Royal Road was the main road that linked Sardis and Susa. It was central to the maintenance and success of transport, trade and communication systems in the Persian empire, contributing to the strong administration and economy established by the early Persian kings.

Horses were stationed at staging posts along the road, which meant royal couriers, riding in one-day relays, could travel anywhere in the empire within 15 days. Access to fresh horses and riders enabled rapid communication. Royal mail and intelligence from satraps were quickly delivered, making the Royal Road essential for the efficient administration of the empire.

It was also essential for the movement of troops to potential trouble spots and was wide enough to carry mobile siege towers drawn by oxen. It was used by merchant caravans, which brought a variety of goods to the markets in all parts of the empire. This facilitated trade and became an integral part of the empire’s economy.

The Royal Road was a symbol of the power of the Persian empire. It linked and unified parts of the vast empire, making the physical and human resources available for Xerxes to use. The Royal Road was so effective that it became an integral part of the great trade network known as the Silk Road.

**Option E — Society in China during the Han Dynasty 206 BC–AD 220**

**Question 9 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of the key features of the funerary customs of the Han as revealed by the entombment of Lady Dai</li> <li>• Communicates using appropriate historical terms and concepts</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of the funerary customs of the Han and/or the entombment of Lady Dai</li> <li>• Communicates using some historical terms and/or concepts</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Makes a general statement about funerary customs</li> </ul>	1

***Sample answer:***

The undisturbed tomb of Lady Dai (Xin Zhui) provides evidence about preservation of human remains and beliefs regarding the afterlife. The contents of her tomb illustrate her life and status, and the sophistication in mummification techniques available in China during the Han. The preservation of Lady Dai reflects the important custom that ensured a successful transition to the afterlife. Unlike other Han burials which featured the use of jade, Lady Dai's remains were found wrapped in layers of silk, within an unknown liquid, and four wooden coffins. The coffins were covered with a thick layer of charcoal and clay, which prevented air or water causing any damage.

Silk banners depicting ritual sacrifices to deceased ancestors have been found in tombs, as have offerings such as food, clothing and money in the more elaborate tombs of wealthier individuals. The funeral banner of Lady Dai illustrates funerary practices of the Han dynasty, and the concepts of heaven and the underworld.

**Option F — Bronze Age: Minoan Crete**

**Question 10 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides an accurate explanation of the significance of one site from this period</li> <li>• Communicates using appropriate historical terms</li> </ul>	3
<ul style="list-style-type: none"> <li>• Provides some information about one site from this period</li> <li>• Communicates using some appropriate historical terms</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes a general statement about one site</li> </ul>	1

***Sample answer:***

Zakros, the fourth largest Minoan settlement, was located in eastern Crete. It served as a major trading centre with the Near East, with the palace containing several storerooms housing artefacts from abroad. The palace also contained a series of basins which may have been used for dyeing fabrics. Several Linear A tablets often used for record keeping have been discovered at the site as have over 500 pithoi jars.

**Question 10 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents an accurate description of the key architectural features of Minoan palace complexes</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	6
<ul style="list-style-type: none"> <li>• Presents a sound description of the architectural features of Minoan palace complexes</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Presents a description of some architectural features of Minoan palace complexes</li> <li>• Communicates using some historical terms and/or concepts</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Minoan palace complexes</li> </ul>	1

***Answers could include:***

The main palace complexes of Minoan Crete featured a large central court usually oriented north–south and bordered by colonnades made of downward tapering pillars. A large paved area called the west court was located west of the main palace facades at Knossos, Phaistos and Mallia. Most palaces also had theatres which were shallow, open-air stepped areas usually considered to be for a standing or seated audience. On the west side of the central court was a series of small cult rooms, often including a pillar crypt.

The palaces had magazines which were large areas of their ground floors set aside for storage facilities. They also had rooms which have been labelled ‘residential quarters’. Light-wells were placed throughout the palaces and there were small alabaster-lined lustral basin rooms called adyta, which may have been used for bathing and/or ritual purposes. Large staircases and large, heavy weight-bearing columns throughout many of the palaces indicate the existence of one or more upper storeys, perhaps used as banqueting, reception or residential rooms.

**Option G — Spartan society to the Battle of Leuctra 371 BC**

**Question 11 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a well-developed discussion of the role of the kings in Sparta demonstrating accurate and detailed knowledge and understanding</li> <li>• Integrates evidence from relevant sources to support the response</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents a sound discussion of the role of the kings in Sparta</li> <li>• Uses evidence from relevant source(s)</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Presents some discussion of the role of the kings in Sparta</li> <li>• May refer to evidence from source(s)</li> <li>• Communicates using some historical terms and/or concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about kings in Sparta</li> <li>• May refer to source(s)</li> </ul>	1–2

***Answers could include:***

Discussion of the following:

- Religious role – acted as priests, carried out sacrifices, particularly prior to a battle, appointed envoys to consult the Delphic oracle, kept the oracles from Delphi
- Military role – one king was commander of the army on campaign and was accompanied in battle by two ephors who reported on their conduct
- Political role – membership of the Gerousia
- Legal powers – decided issues relating to orphaned heiresses and also to adoptions and had jurisdiction over roads and highways
- Herodotus describes the many privileges of the king, including the power to declare war and the allocation of a bodyguard of 100 men. He provides evidence of the king’s role in animal sacrifices, as well as his position in the Gerousia and his legal responsibilities related to orphans, heiresses and public roads
- Xenophon describes the king’s role in public sacrifices and his responsibility in taking the king’s oath which was to rule according to the city’s laws.

**Option H — Athenian society in the time of Pericles**

**Question 12 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates well-developed and accurate historical knowledge and understanding of the impact of the empire on the economy of Athens</li> <li>• Integrates evidence from the source provided and other relevant sources to support the response</li> <li>• Communicates ideas and information logically using appropriate historical terms and concepts</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates sound historical knowledge and understanding of the impact of the empire on the economy of Athens</li> <li>• Uses evidence from the source provided to support the response</li> <li>• Refers to other relevant source(s)</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates some historical knowledge and understanding of the impact of the empire on the economy of Athens</li> <li>• Uses evidence from the source provided</li> <li>• May refer to other source(s)</li> <li>• Communicates ideas and information using some appropriate historical terms and concepts</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of the empire and/or the economy of Athens</li> <li>• May refer to evidence from the source provided and/or other source(s)</li> <li>• Communicates using some relevant historical terms and/or concepts</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Makes general statement(s) about the empire and/or the economy of Athens</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–3

***Answers could include:***

- The role of Piraeus as a centre of trade – importation of goods as referred to by Thucydides in Source G
- Increase in naval capacity through ship building and tribute as a result of empire (Thucydides I.99)
- Pericles’ building program – profits of empire allowed for the construction of the Acropolis
- Coinage Decree imposed the use of Athenian coins, weights and measures throughout the empire, which contributed to Athenian wealth
- Role of metics within Athenian society
- Pericles’ use of public money questioned by his opposition, as detailed in Plutarch's *Life of Pericles* 14.1.

**Section III — Personalities in Their Times**

**Option A — Egypt: Hatshepsut**

**Question 13**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a well-developed and reasoned judgement about the significance of the Temple of Deir el-Bahri for an understanding of Hatshepsut’s reign</li> <li>• Demonstrates accurate historical knowledge and understanding relevant to the question</li> <li>• Integrates evidence from the sources provided and other relevant sources to support the response</li> <li>• Communicates ideas and information logically using appropriate historical terms and concepts</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Presents a reasoned judgement about the significance of the Temple of Deir el-Bahri for an understanding of Hatshepsut’s reign</li> <li>• Demonstrates sound historical knowledge and understanding relevant to the question</li> <li>• Uses evidence from both sources provided to support the response</li> <li>• May refer to other relevant source(s)</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Presents some judgement about the significance of the Temple of Deir el-Bahri for an understanding of Hatshepsut’s reign</li> <li>• Demonstrates some historical knowledge and understanding relevant to the question</li> <li>• Uses evidence from at least ONE of the sources provided</li> <li>• May refer to other source(s)</li> <li>• Communicates ideas and information using some relevant historical terms and concepts</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of the Temple of Deir el-Bahri and/or Hatshepsut’s reign</li> <li>• May refer to evidence from the source(s) provided and/or other source(s)</li> <li>• Communicates using some relevant historical terms and/or concepts</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Hatshepsut’s reign and/or the Temple of Deir el-Bahri</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–3

**Answers could include:**

**Possible judgement:**

- ‘*Djeser-djeseru* – Holy of Holies’; Hatshepsut’s mortuary temple on west bank of Nile at Thebes
- Evidence for her reign – demonstrates her talent for innovation, provides a record of her achievements and reveals significant aspects of her reign

- Architectural innovation – different type of rock-cut temple; direction of temple led upwards; introduced new architectural feature – hypostyle hall; use of rock platform; open air shrine (Source *H* shows Deir el-Bahri as it is today)
- Reliefs and inscription – Coronation inscription (Source I) reveals evidence of Hatshepsut's political claim to the throne; divine birth reliefs and inscriptions reveal her religious claim to the throne
- Second colonnade reliefs and inscription detail her important expedition to Punt
- Other reliefs and inscriptions provide evidence of her achievements and aspects of her reign including quarrying and transportation of obelisks, Hatshepsut as a sphinx.

Other sources that can corroborate evidence of Hatshepsut's reign from Deir el-Bahri include tomb biographies of official Ineni, Ty and Dhehuty, the Speos Artemidos inscription and her additions to the Karnak Temple.

**Option B — Egypt: Akhenaten**

**Question 14 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates developed and accurate knowledge and understanding of why Akhenaten established the city of Akhetaten</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	6
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and/or understanding of why Akhenaten established the city of Akhetaten</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of Akhenaten and/or the city of Akhetaten</li> <li>• Communicates using historical terms and/or concepts</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Makes a general statement about Akhenaten or the city of Akhetaten</li> </ul>	1

**Sample answer:**

The motivation for Akhenaten’s establishment of the new city Akhetaten is uncertain. However, some interpretations suggest it was for political and religious reasons. A new location for the capital city gave Akhenaten the opportunity to promote his new religious, social and cultural reforms without the influence of the powerful political and religious establishment in Thebes.

Akhenaten sought to replace the traditional cults of all other gods with the worship of the Aten. It was clear that promoting the Aten to the point of exclusivity would not be possible in Thebes and so he set about dedicating a new city devoted to the god. By diverting the estates and incomes from the traditional cults, revenue could be used to build a new city and new temples dedicated solely to the Aten. He called his city Akhetaten, ‘The horizon of the Aten’. The location of the new city, halfway between Thebes and Memphis, seems to be strategically chosen as it had no previous settlement and had not been dedicated to any other god. Politically, the new location enabled Akhenaten to reduce the power of the priesthoods and officials of the traditional cults in Thebes.

**Option C — The Near East: Sennacherib**

**Question 15 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a well-developed and reasoned judgement about the usefulness of the sources provided in evaluating Sennacherib’s reign</li> <li>• Demonstrates accurate historical knowledge and understanding relevant to the question</li> <li>• Integrates evidence from the sources provided and other relevant sources to support the response</li> <li>• Communicates ideas and information logically using appropriate historical terms and concepts</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Presents a reasoned judgement about the usefulness of the sources provided in evaluating Sennacherib’s reign</li> <li>• Demonstrates sound historical knowledge and understanding relevant to the question</li> <li>• Uses evidence from both sources provided to support the response</li> <li>• May refer to other relevant source(s)</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Presents some judgement about the usefulness of the sources provided in evaluating Sennacherib’s reign</li> <li>• Demonstrates some historical knowledge and understanding relevant to the question</li> <li>• Uses evidence from at least ONE of the sources provided</li> <li>• May refer to other source(s)</li> <li>• Communicates ideas and information using some appropriate historical terms and concepts</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of Sennacherib’s reign</li> <li>• May refer to information from the source(s) provided and/or other source(s)</li> <li>• Communicates using some appropriate historical terms and/or concepts</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Sennacherib</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–3

**Answers could include:**

**Possible judgement:**

- Sources *J* and *K* are important representations of Sennacherib’s extensive building program and successful military campaigns, which are important features of Sennacherib’s reign
- Sources *J* and *K* depict Sennacherib as a builder of his empire and a destroyer of his enemies.

**Source J**

- Sennacherib's interest in public works – irrigation ditches; major canals and aqueducts; wells to store water
- Building of special cities as cult centres – he built Assur with 34 temples to gods Assur, Ishtar and others
- Built new capital at Nineveh with spectacular 'Palace without a Rival' – reliefs show detail of Sennacherib's involvement in construction.

**Source K**

- Sennacherib's account of his eight successful military campaigns
- Details of campaigns found also on the Sennacherib Prism, in the book of Isaiah, inscriptions and reliefs from the Nineveh palace.
- Other features to be considered in an evaluation of Sennacherib's reign:
  - solid bureaucracy, efficient provincial administration and effective communication systems
  - strong economy as a result of extended periods of peace and prosperity, with trade routes protected
  - taxes and tolls imposed and interest rates controlled
  - extensive archives and libraries preserved histories and cultural traditions.

**Option D — The Near East: Xerxes**

**Question 16 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates well-developed and accurate knowledge and understanding of the benefits of Xerxes’ reign to the people of the Persian empire</li> <li>• Integrates evidence from relevant sources to support response</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and/or understanding of the benefits of Xerxes’ reign to the people of the Persian empire</li> <li>• Uses evidence from relevant source(s)</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of the benefits of Xerxes’ reign to the people of the Persian empire</li> <li>• May refer to evidence from source(s)</li> <li>• Communicates using some historical terms and/or concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Xerxes and/or the Persian empire</li> <li>• May refer to source(s)</li> </ul>	1–2

***Answers could include:***

- Maintained sound political, economic and religious structures, and sound administration
- Effective satrapy system – collecting taxes, maintaining peace and judicial authority
- Bureaucracy of officials – subject territories maintained own form of government and law (reliefs of Persian and Median nobles at Persepolis)
- Strong economic systems and structures – royal treasuries (Fortification Texts and Treasury relief), standardised coinage, weights and measures
- Taxes and tribute, qanats maintained ensuring reliable water supply (reliefs of tribute-bearers on the Apadana at Persepolis)
- Effective road and communication systems – Royal Road (Herodotus)
- Religious tolerance – varying interpretations of the evidence (eg Herodotus and the Book of Esther suggest Xerxes’ hostility towards Babylonian worship of the god Marduk has been challenged by recent research)
- Building program – Ecbatana, Pasargadae, Susa and Persepolis
- Little time spent on foreign campaigns.

**Option E — China: Qin Shihuangdi**

**Question 17 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a well-developed and accurate explanation of how Qin Shihuangdi consolidated his position as emperor</li> <li>• Integrates evidence from the source provided and other relevant sources to support the response</li> <li>• Communicates ideas and information logically using appropriate historical terms and concepts</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Presents a sound explanation of how Qin Shihuangdi consolidated his position as emperor</li> <li>• Uses evidence from the source provided to support the response</li> <li>• Refers to other relevant source(s)</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents some explanation of how Qin Shihuangdi consolidated his position as emperor</li> <li>• Uses evidence from the source provided</li> <li>• May refer to other source(s)</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of Qin Shihuangdi</li> <li>• May refer to information from the source provided and/or other source(s)</li> <li>• Communicates using some historical terms and/or concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Qin Shihuangdi</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–2

**Answers could include:**

- **Reorganisation of the empire**
  - Dissolving of traditional states in order to break the power of traditional regional elite
  - Reorganisation into provinces
  - Governors based on merit and loyalty, not lineage
  - Creation of an Imperial bureaucracy and Imperial court.
- **Economy**
  - Standardisation of currency
  - Standardisation of weights and measures
  - Program of road works creating highways across the empire.
- **Society**
  - Standardisation of writing
  - Standardisation of gauges for wheels
  - Confiscation of weapons: melted down to create monuments
  - Royal tours of the Emperor – building support for new regime.

- **Other sources include:**

- the Emperor's inscription on Mount Langya monument stating a new age was started by the Emperor and listing some of his achievements – establishment of rules and order, the encouragement of farming and the admiration of his people
- Li Si, Qin Shihuangdi's loyal Prime Minister, writes about the Emperor unifying China and establishes a single source of authority that all must follow.

**Option F — Greece: Pericles**

**Question 18 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates well-developed and accurate knowledge and understanding of how Pericles maintained his leadership and influence in Athens</li> <li>• Integrates evidence from relevant sources to support the response</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	7
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and/or understanding of how Pericles maintained his leadership and/or influence in Athens</li> <li>• Uses evidence from relevant source(s)</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of Pericles’ leadership and/or influence in Athens</li> <li>• May refer to evidence from source(s)</li> <li>• Communicates using some historical terms and/or concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Pericles</li> <li>• May refer to source(s)</li> </ul>	1–2

**Answers could include:**

- Implementation of popular policies such as the building program on the Acropolis: adding to defensive walls to Piraeus
- Oratory ability achieved popular appeal
- Successful re-election as strategos
- Supporting Athenian democracy – populist – ‘hoi polloi’, payment of jurors to encourage political involvement by the poorer and older Athenian citizens
- Diminished power of the aristocracy through the admission of the zeugitae (hoplites) into the archonship
- Citizenship law – encouraging xenophobia, anti-Spartan policy
- Asserting Athenian leadership – Athenian ‘empire’; new land for a growing population, Chalcis Decree, subjugation of Samos
- Use of the empire to benefit Athens
- In his *Peloponnesian War*, Thucydides believes Pericles was able to lead the demos through his rank, ability and integrity. Combined with his oratory skills, he was able to persuade the masses. This is illustrated in his Funeral Oration.

**Option G — Greece: Alexander the Great**

**Question 19 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents an accurate description of the nature and role of Alexander’s family background</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	5
<ul style="list-style-type: none"> <li>• Presents a sound description of the nature and role of Alexander’s family background</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	4
<ul style="list-style-type: none"> <li>• Presents some description of Alexander’s family background</li> <li>• Communicates using some historical terms and/or concepts</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Makes a general statement about Alexander’s family background</li> </ul>	1

***Sample answer:***

Alexander the Great was born in 365 BC to Philip II, the King of Macedon, and Olympias, the daughter of King Neoptolemus of Epirus. Both his father’s and mother’s families traced their lineage to the gods, Heracles and Aeacus respectively. Alexander sought to further legitimise his right to the throne through a direct connection to the gods, specifically Zeus, as his father.

While Alexander’s father’s family lineage can be traced back to the Argead dynasty, the founders and rulers of Macedon, his mother’s family was the royal line of Epirus, a Greek state bordered by Macedon. This brought the legitimacy of Alexander’s ascension to the throne into question, particularly following his father’s marriage to a Macedonian noblewoman, Cleopatra.

**Question 19 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a well-developed and reasoned judgement about the extent to which the assessment of Alexander the Great can be justified</li> <li>• Demonstrates accurate historical knowledge and understanding relevant to the question</li> <li>• Integrates evidence from the source provided and other relevant sources to support the response</li> <li>• Communicates ideas and information logically using appropriate historical terms and concepts</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Presents a reasoned judgement about the extent to which the assessment of Alexander the Great can be justified</li> <li>• Demonstrates sound historical knowledge and understanding relevant to the question</li> <li>• Uses evidence from the source provided to support response</li> <li>• Refers to other relevant source(s)</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Presents some judgement about the extent to which the assessment of Alexander the Great can be justified</li> <li>• Demonstrates some historical knowledge and understanding relevant to the question</li> <li>• Uses evidence from the source provided</li> <li>• May refer to other source(s)</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of Alexander the Great’s personality and/or achievements</li> <li>• May refer to evidence from the source provided and/or other source(s)</li> <li>• Uses some relevant historical terms and/or concepts</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Alexander the Great’s personality and/or achievements</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–3

**Answers could include:**

An assessment of the source as a justified view of Alexander including:

- *his passion was for glory only* – his reasons for the invasion of Persia eg to achieve more than his father, to avenge the burning of Athens in 480 BC
- *Noble indeed was his power of inspiring his men* – speeches before battles as recounted by Arrian, his generosity to his men, compared to his behaviour with regard to Parmenio and Cleitus and the impact this had on his relationship with his men and the eventual mutiny
- *the spectacle of his own fearlessness* – his role in battle at the head of the Companion Cavalry compared with his reckless behaviour in his action against the Malli.

**Option H — Rome: Tiberius Gracchus**

**Question 20 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates well-developed and accurate knowledge and understanding of why Tiberius Gracchus was assassinated</li> <li>• Integrates evidence from relevant sources to support the response</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and/or understanding of why Tiberius Gracchus was assassinated</li> <li>• Uses evidence from relevant source(s)</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of why Tiberius Gracchus was assassinated</li> <li>• May refer to evidence from source(s)</li> <li>• Communicates using some historical terms and/or concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Tiberius Gracchus</li> <li>• May refer to source(s)</li> </ul>	1–2

**Answers could include:**

- Agrarian reforms, calling for the redistribution of land, and the ways in which he attempted to pass the reforms
- Attack on the power of the ruling class – agrarian reforms; limiting the necessary period of military service; reformation of the law courts; transfer of the right of appeal from the law courts to assembly
- Attack on senatorial power – overruling a tribune’s veto (Octavius), and removing him from office; attempted re-election as a tribune
- In his *Parallel Lives: Life of Tiberius Gracchus*, Plutarch states that the ‘men of property’ plotted against Tiberius Gracchus, and that the true motivation for his assassination was the hatred and anger the rich had for him.

**Option I — Rome: Julius Caesar**

**Question 21 (a)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates well-developed, accurate knowledge and understanding of how Julius Caesar’s military campaigns contributed to his political career</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	7
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and/or understanding of how Julius Caesar’s military campaigns contributed to his political career</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of Julius Caesar’s military campaigns and/or his political career</li> <li>• Communicates using some historical terms and/or concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Julius Caesar’s military campaigns and/or his political career</li> </ul>	1–2

**Answers could include:**

**Relationship with the Army/Understanding of the Military**

- Created a loyal and devoted following of soldiers due to his success and the nature of his generalship which would become a future power base
- Experience in campaigns allowed him to defeat the forces who later opposed his ascent to political position as dictator
- Campaigns created a core of loyal veteran troops who were indispensable in the civil wars with Pompey.

**Relationship with the people of Rome**

- Success and the wealth provided by military success allowed him to lavish money on the people and led to him becoming more popular, increasing his support base with the people of Rome
- Writing about the success of his military campaigns was also useful propaganda.

**Political gains**

- Caesar used his immense wealth to help fund his continuing political rise and his time as dictator
- Used the army to take Rome and thus attain his highest political position
- Ensured obedience of what remained of the Senate
- Conquest of Pompey and the ‘Republican’ army led to dominance of Rome.

**Question 21 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates well-developed and accurate knowledge and understanding of the impact of Julius Caesar’s personality on his ability to gain and maintain power</li> <li>• Integrates evidence from relevant sources to support response</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates developed knowledge and understanding of the impact of Julius Caesar’s personality on his ability to gain and/or maintain power</li> <li>• Uses evidence from relevant sources to support response</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and/or understanding of the impact of Julius Caesar’s personality on his ability to gain and/or maintain power</li> <li>• Uses evidence from relevant source(s)</li> <li>• Communicates using some historical terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of Julius Caesar’s personality and/or his ability to gain and/or maintain power</li> <li>• May refer to evidence from source(s)</li> <li>• Communicates using some historical terms and/or concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Julius Caesar’s personality and/or his ability to gain and/or maintain power</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–2

***Answers could include:***

- Discussion of his ambitious and determined nature eg the episode with the pirates, formation of the First Triumvirate, later honours
- His desire for *dignitas* – explanation for crossing the Rubicon
- His popularity with and the support of his soldiers
- *Clementia* – towards enemies and opponents eg Brutus
- His ruthlessness as seen in the Gallic campaign.

**Option J — Rome: Agrippina the Younger**

**Question 22 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a detailed and accurate description of how Agrippina attained her position of prominence</li> <li>• Integrates evidence from the source provided</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents a sound and accurate description of how Agrippina attained her position of prominence</li> <li>• Uses evidence from the source provided</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Presents some description of how Agrippina attained her position of prominence</li> <li>• May refer to evidence from the source provided</li> <li>• Communicates using some historical terms and/or concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Agrippina’s attainment of her position of prominence</li> </ul>	1–2

*Answers could include:*

**Marriages**

- Early marriages to Ahenobarbus and Crispus provided Agrippina with wealth (upon their deaths) and political protection
- Agrippina’s marriage to Claudius provided her with intimate proximity to the seat of power and influence over the Princep
- Dio Cassius describes the control Agrippina had over Claudius when they were married.

**Patronage/Role of freedmen and others**

- Agrippina ensured the loyalty of key figures who she was then able to work through. This included figures such as Pallas, Seneca and Burrus giving her access to the treasury, ensuring Nero was prepared for the throne and control of the Praetorian Guard.

**Personality**

- Tacitus (Source N) describes the immense intent with which Agrippina sought to achieve political power – this drive aided her in the attainment of influence.

**Nero**

- Agrippina, through Seneca, ensured that Nero would be reliant on those advisers around him. This allowed Agrippina to rule through Nero during the early part of his reign.

**Question 22 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a well-developed and reasoned judgement about the influence of Agrippina the Younger on her times</li> <li>• Demonstrates accurate historical knowledge and understanding relevant to the question</li> <li>• Integrates evidence from the sources provided to support the response</li> <li>• Communicates ideas and information logically using appropriate historical terms and concepts</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Presents a reasoned judgement about the influence of Agrippina the Younger on her times</li> <li>• Demonstrates sound historical knowledge and understanding relevant to the question</li> <li>• Uses evidence from both sources provided to support the response</li> <li>• Communicates ideas and information coherently using appropriate historical terms and concepts</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Presents some judgement about the influence of Agrippina the Younger on her times</li> <li>• Demonstrates some historical knowledge and understanding relevant to the question</li> <li>• Uses evidence from at least ONE of the sources provided</li> <li>• Communicates ideas and information using appropriate historical terms and concepts</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of Agrippina and/or her influence</li> <li>• May refer to evidence from the source(s) provided</li> <li>• Communicates using some historical terms and/or concepts</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Agrippina and/or her influence</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–3

***Answers could include:***

- Discussion of her influence and connections within the Julio-Claudian family and her popularity as a daughter of Germanicus
- Discussion of Source *O*, her popularity in the empire and her power as demonstrated in this statue
- Assessment of her achievements as wife of Claudius; the support of Seneca and Burrus who were talented politicians
- According to Cassius Dio she managed all the business of the empire in the early years of Nero’s reign
- Her changing relationship with Nero, reference to Source *P*
- Assessment of Agrippina’s influence on her times varies depending on the sources used. Ancient sources are quite harsh towards her as she was a woman with political ambition and drive. Agrippina’s relationship with prominent males such as Claudius and Nero reveals much about her impact – her influence on the administration of the empire during Claudius’ reign and her promotion of Nero as next emperor suggest her prominence and power.

## Section IV – Historical Periods

### Question 23 — Option A – New Kingdom Egypt to the Death of Thutmose IV

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a comprehensive and reasoned judgement about the importance of the army in the development of Egypt in the period</li> <li>• Demonstrates extensive and accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with interpretation and well-selected evidence from relevant sources</li> <li>• Communicates ideas and information in a logical, cohesive and sustained response using appropriate historical terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Presents a reasoned judgement about the importance of the army in the development of Egypt in the period</li> <li>• Demonstrates accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with interpretation and/or evidence from relevant sources</li> <li>• Communicates ideas and information in a logical and cohesive response using appropriate historical terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Presents some judgement about the importance of the army in the development of Egypt in the period</li> <li>• Demonstrates sound historical knowledge and understanding</li> <li>• Supports the response with interpretation and/or evidence</li> <li>• Communicates ideas and information in a structured response using appropriate historical terms and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of the army in Egypt in the period</li> <li>• May use evidence from relevant source(s)</li> <li>• Communicates using some appropriate historical terms and/or concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Makes general statement(s) about the army in Egypt</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–5

**Answers could include:**

**Possible judgement:**

- Military success during war against the Hyksos – laid the foundations for the reunification of Upper and Lower Egypt and establishment of 18<sup>th</sup> Dynasty
- Early military successes fuelled policies of conquest and imperial expansion
- Army grew in size and prestige
- Army was led by the pharaoh, defining a feature of kingship
- Expansion as a result of army successes stimulated economy through tribute and trade
- Role of the army in expelling Hyksos – biography of Ahmose; army became a full-time professional force
- Impact of the army on the Hyksos – adoption of weaponry and military technology (composite bow and *khepesh*); introduction of horse-drawn chariot

- Importance and role of the army in the establishment of the empire:
  - number of warrior pharaohs conducting campaigns in Nubia – Amenhotep I, Thutmose I, Hatshepsut, Thutmose III
  - campaigning in Syria-Palestine – Battle at Megiddo (*Annals* of Thutmose III)
- Army was essential for the maintenance/administration of the empire – Amenhotep II, Thutmose IV.

**Question 24 — Option B – New Kingdom Egypt: Amenhotep III to the Death of Ramesses II**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a comprehensive and reasoned judgement about the extent to which the source is a valid assessment of the reign of Ramesses II</li> <li>• Demonstrates extensive and accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with thorough analysis of the source provided and other relevant evidence and interpretation</li> <li>• Communicates ideas and information in a logical, cohesive and sustained response using appropriate historical terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Presents a reasoned judgement about the extent to which the source is a valid assessment of the reign of Ramesses II</li> <li>• Demonstrates accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with analysis of the source provided and other relevant evidence and/or interpretation</li> <li>• Communicates ideas and information in a logical and cohesive response using appropriate historical terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Presents some judgement about the extent to which the source is a valid assessment of the reign of Ramesses II</li> <li>• Demonstrates sound historical knowledge and understanding</li> <li>• Supports the response with some evidence and/or interpretation</li> <li>• Communicates ideas and information in structured response using historical terms and concepts appropriately</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of the reign of Ramesses II</li> <li>• May use evidence from the source provided and/or other source(s) to support the response</li> <li>• Uses some relevant historical terms and/or concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Ramesses II</li> <li>• May refer to the source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–5

**Answers could include:**

**Possible judgement:**

- Reputation of Ramesses II is a matter of some debate
- Source *Q* indicates Ramesses’ contribution to be remarkable based on his building program – size and number of monuments
- Building programs alone should not measure ‘greatness’. Other aspects of his reign should be considered.

**Aspects for consideration:**

- Building program:
  - size and quantity of monuments is important, however, quality can be disputed
  - use of sunken relief rather than bas-relief (Pillars of the Great Hall at Karnak)

- established a new capital city Pi-Ramesse
- Military campaigns:
  - Ramesses was an enthusiastic warrior but he lacked the tactical skills of earlier pharaohs
  - Battle of Kadesh against Hittites was a clear defeat; Ramesses' exaggerated report of the battle is an example of his propaganda and self-promotion
- Foreign policy – Hittite Peace Treaty – diplomatic success.

**Question 25 — Option C – The Ancient Levant: First Temple Period c. 970–586**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a comprehensive and reasoned judgement about the extent to which Cyrus II deserve the title</li> <li>• Demonstrates extensive and accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with interpretation and well-selected evidence from relevant sources</li> <li>• Communicates ideas and information in a logical, cohesive and sustained response using appropriate historical terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Presents a reasoned judgement about the extent to which Cyrus II deserved the title</li> <li>• Demonstrates accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with interpretation and/or evidence from relevant sources</li> <li>• Communicates ideas and information in a logical and cohesive response using appropriate historical terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Presents some judgement about the extent to which Cyrus II deserved the title</li> <li>• Demonstrates sound historical knowledge and understanding</li> <li>• Supports the response with interpretation and/or evidence</li> <li>• Communicates ideas and information in structured response using appropriate historical terms and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of Cyrus II</li> <li>• May use information from source(s) to support the response</li> <li>• Uses some relevant historical terms and/or concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Cyrus II</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–5

**Answers could include:**

**Possible judgement:**

- Judah’s relationship with Assyria varied between defiance and appeasement within the period
- Positive relations between the two allowed Judah to avoid conflict and experience periods of prosperity. This prosperity had a positive effect on Assyria in the form of tribute paid and maintenance of their empire.

**Aspects for consideration:**

- Division of the kingdoms of Israel and Judah: Strained relations between Israel and Judah; Biblical reference to Assyrian intervention due to Israel attacking Judah (2 Chronicles 28:5–6), and Judah seeking protection from Assyria (2 Kings 16:7). Judah provides tribute as a vassal (client state) of Assyria. Judah’s rise in importance during the decline of Israel following the death of Jeroboam II
- Rise of the Assyrian Empire under Tiglath-Pileser III, and the motivation to control northern and western trade routes

- Physical location of Judah, situated between Assyria and Egypt, and alongside Assyria's coastal interests
- Prosperity enjoyed by Judah as a client-state of Assyria
- Differing policies of Assyrian and Judean rulers over time. Nature of Assyrian influence
- Influence of external parties eg Babylon
- Assyrian siege of Jerusalem in 701 BC
- Nature of relationship identified in Flavius Josephus' *The Jewish Antiquities* and *Sennacherib's Annals*.

**Question 26 — Option D – Persia: Cyrus II to the Death of Darius III**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a comprehensive and reasoned judgement about the extent to which Cyrus II deserved the title</li> <li>• Demonstrates extensive and accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with interpretation and well-selected evidence from relevant sources</li> <li>• Communicates ideas and information in a logical, cohesive and sustained response using appropriate historical terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Presents a reasoned judgement about the extent to which Cyrus II deserved the title</li> <li>• Demonstrates accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with interpretation and/or evidence from relevant sources</li> <li>• Communicates ideas and information in a logical and cohesive response using appropriate historical terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Presents some judgement about the extent to which Cyrus II deserved the title</li> <li>• Demonstrates sound historical knowledge and understanding</li> <li>• Supports the response with interpretation and/or evidence</li> <li>• Communicates ideas and information in structured response using appropriate historical terms and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of Cyrus II</li> <li>• May use evidence from source(s) to support the response</li> <li>• Uses some relevant historical terms and/or concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Cyrus II</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–5

**Answers could include:**

**Possible judgement:**

- In the context of his time, Cyrus fully deserved the title ‘The Great’:
  - created the largest empire the world had seen
  - military conquests and administration were effective
  - respectful and tolerant treatment of subjects
  - ruled effectively for 30 years
  - established firm foundations for future Achaemenid kings
  - great propagandist – careful evaluation of sources needed.

**Aspects for consideration:**

- Military conquests – Media, Lydia, Ionian Greeks, Parthia, Drangiana, Margiana, Sogdia, Bactria, Kingdom of Babylon (Palestine, Phoenicia, Syria and Assyria)
- Presented himself as liberator of Babylon rather than conqueror

- Pragmatism in control and administration of conquered territories – kept administrative and economic systems and many officials
- Demonstrated good judgement in the appointment of key personnel
- Showed respect and tolerance towards conquered peoples – did not impose his own religion
- A merciful victor – did not transport conquered populations
- Developed new system of administration – satrapies and satraps. Absence of major rebellions
- Building program – Pasargadae
- Sources include Cyrus cylinder, Cyrus Edict, Old Testament texts such as Ezra and Nehemia, Nabonidus Chronicle, Xeno.

**Question 27 — Option E – Imperial China: The *Qin* and Han 247–87 BC**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a comprehensive and reasoned judgement about how successful the <i>Qin</i> were in establishing the empire</li> <li>• Demonstrates extensive and accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with thorough analysis of the source provided and other relevant evidence and interpretation</li> <li>• Communicates ideas and information in a logical, cohesive and sustained response using appropriate historical terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Presents a reasoned judgement about how successful the <i>Qin</i> were in establishing the empire</li> <li>• Demonstrates accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with analysis of the source provided and other relevant evidence and/or interpretation</li> <li>• Communicates ideas and information in a logical and cohesive response using appropriate historical terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Presents some judgement about how successful the <i>Qin</i> were in establishing the empire</li> <li>• Demonstrates sound historical knowledge and understanding</li> <li>• Supports the response with some evidence and/or interpretation</li> <li>• Communicates ideas and information in structured response using appropriate historical terms and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of the <i>Qin</i> and/or the empire</li> <li>• May use evidence from the source provided and/or other source(s) to support the response</li> <li>• Communicates using some relevant historical terms and/or concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Makes general statement(s) about the <i>Qin</i></li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–5

***Answers could include:***

**Establishment of a new government**

- The *Qin* established the new position of emperor based upon military strength. The position was given legitimacy through the use of key traditional titles (Source *R*)
- The *Qin* established an imperial court and bureaucracy who were responsible for the administration of the empire
- The *Qin* established new legal reforms which allowed for the implementation of a common criminal justice system.

**Strengthening of provincial policy**

- Elimination of the state-based system and its replacement by a provincial system removed the power of provincial elites and warlords, ensuring little to no challenge to power from this area

- Allowed promotion of candidates from any social rank as governorship was based on merit, not lineage: led to effective provincial administrators.

### **Successful reforms and building programs**

- Standardisation: the Qin standardised key components of Chinese society including writing, currency, gauges of wheels etc
- The elimination of types of thought which disagreed with Qin teachings created a more subservient population
- Building programs across the empire led to new defensive works and highway stems (Sima Qian).

### **Short duration of the dynasty**

- Despite the success of the Qin their reign lasted only 15 years. Many theories have been put forward as to why this was the case
- The Qin empire had been established for war: peace brought new expectations which the Qin failed to meet
- Poor attention was paid to issues of succession leading to infighting within the Qin household and the ultimate failure of the dynasty
- While a strong attempt was made to curb the power of the regional elites, they were able to undergo a resurgence which fuelled the rebellion against the Qin Dynasty.

**Question 28 — Option F – The Greek World 500–440 BC**

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

***Answers could include:***

- Discussion of original aims and organisation as referred to by Thucydides
- Reference to early activities which reflect the original aims and nature of the League
- Discussion of League actions at Scyros, Carystus and Naxos and their significance in demonstrating a shift in the nature of the League
- Developments after the battle of Eurymedon River and the transformation of the League into an empire
- Role of Pericles and imperial policy 460–445 BC
- Methods used to control allies such as cleruchies, economic controls and decrees which demonstrate the transformation of the League.

**Question 29 — Option G – 4th Century Greece to the Death of Philip II**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a comprehensive explanation of why the balance of power in Greece changed in the period</li> <li>• Demonstrates extensive and accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with thorough analysis of the source provided and other relevant evidence and interpretation</li> <li>• Communicates ideas and information in a logical, cohesive and sustained response using appropriate historical terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Provides a thorough explanation of why the balance of power in Greece changed in the period</li> <li>• Demonstrates accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with analysis of the source provided and other relevant evidence and/or interpretation</li> <li>• Communicates ideas and information in a logical and cohesive response using appropriate historical terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Provides some explanation of why the balance of power in Greece changed in the period</li> <li>• Demonstrates sound historical knowledge and understanding</li> <li>• Supports the response with some evidence and/or interpretation</li> <li>• Communicates ideas and information in structured response using appropriate historical terms and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of the balance of power in Greece in the period</li> <li>• May use information from the source provided and/or other source(s) to support the response</li> <li>• Communicates using some relevant historical terms and/or concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Greece in the period</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–5

***Answers could include:***

- Explanation of the nature of Spartan hegemony, the problems faced by Sparta
- The significance of the role of Persia in this period
- The aims and activities of the Second Athenian Confederacy
- The rise of Thebes, role of Epaminondas and Pelopidas, development of Theban army, causes and consequences of the Battle of Mantinea, reference to Source S
- Rise of Philip II of Macedon; reforms to the Macedonian army; causes and consequences of the Battle of Chaeronea.

**Question 30 — Option H – The fall of the Roman Republic 78–31 BC**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a comprehensive account of the changing nature of politics in Rome during the period</li> <li>• Demonstrates extensive and accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with interpretation and well-selected evidence from relevant sources</li> <li>• Communicates ideas and information in a logical, cohesive and sustained response using appropriate historical terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Provides a thorough account of the changing nature of politics in Rome during the period</li> <li>• Demonstrates accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with interpretation and/or evidence from relevant sources</li> <li>• Communicates ideas and information in a logical and cohesive response using appropriate historical terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Provides some reasons for the changing nature of politics in Rome during the period</li> <li>• Demonstrates sound historical knowledge and understanding</li> <li>• Supports the response with interpretation and/or evidence</li> <li>• Communicates ideas and information in a structured response using appropriate historical terms and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of the nature of politics in Rome during the period</li> <li>• May use evidence from source(s) to support the response</li> <li>• Communicates using some relevant historical terms and/or concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Makes general statement(s) about politics in Rome during the period</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–5

***Answers could include:***

**The Triumvirates**

- Key political decisions are taken out of the hands of traditional political bodies (Senate, people’s assemblies etc) and instead are made by those involved in the triumvirate
- This could occur due to the benefits brought in by the respective parties – centralising power into the hands of three as opposed to the wider political system.

**The Army**

- As a result of changes made under Marius and Sulla, the army was loyal to their General. This allowed key individuals such as Pompey and Caesar to use the army for political purposes such as the establishment of Caesar as dictator
- Use of the army for political purposes meant that traditional bodies had their authority directly challenged.

### **Caesar's dictatorship**

- Through being granted the privilege of 'Dictator for life' the controls which the Republic had relied on to prevent a monarchical style of government were overthrown, establishing a precedent for Augustus to follow
- Reforms and policies introduced under Caesar were enforced by him alone and his base political power: the army.

### **Civil War**

- As a result of the increasing use of the army for political purposes, disagreements were settled via competing strengths of generals rather than the Roman legal system (Plutarch)
- In his *Fall of the Roman Republic*, Plutarch writes of the disregard for political traditions, and the ambitions of Rome's political elite, as factors leading to the fall of the Republic.

**Question 31 — Option I – The Augustan Age 44 BC–AD 14**

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

***Answers could include:***

- Explanation Octavius’ rise to power following the assassination of Caesar
- Changing nature of relationship with Marc Antony; role in Second Triumvirate
- The Civil War and the consequences of the Battle of Actium
- The Settlements of 27 and 23 BC; *maius imperium* and tribunician powers; role of Augustus; role of the Senate
- The use made of titles, honours and propaganda by Augustus to explain and justify his position
- Augustus’ presentation of events in the *Res Gestae*.

**Question 32 — Option J – The Julio-Claudians AD 14–69**

**Example 1**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a comprehensive discussion of the impact of the principate of Nero on Rome and the empire</li> <li>• Demonstrates extensive and accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with interpretation and well-selected evidence from relevant sources</li> <li>• Communicates ideas and information in a logical, cohesive and sustained response using appropriate historical terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Provides a thorough discussion of the impact of the principate of Nero on Rome and the empire</li> <li>• Demonstrates accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with interpretation and/or evidence from relevant sources</li> <li>• Communicates ideas and information in a logical and cohesive response using appropriate historical terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Provides some discussion of the impact of the principate of Nero on Rome and/or the empire</li> <li>• Demonstrates some historical knowledge and understanding</li> <li>• Supports the response with interpretation and/or evidence</li> <li>• Communicates ideas and information in a structured response using historical terms and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of the principate of Nero and/or its impact on Rome and/or the empire</li> <li>• May use information from source(s) to support the response</li> <li>• Uses some relevant historical terms and/or concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Makes general statement(s) about the principate of Nero</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–5

***Answers could include:***

- Discussion of Nero’s principate; the period of influence of Seneca and Burrus; the period 62–68 when Nero was influenced by Tigellinus; economic measures such as increased taxation, debasement of coinage; the Great Fire and the persecution of Christians; relationship with the army and Praetorian Guard
- Impact of Nero’s reign in the provinces, such as unrest in Britain with the revolt of Boudicca and issues in Armenia
- Impact of Nero’s reign on the provinces – his visit to Greece and appearance at festivals, his gift of ‘freedom’ to Greece
- Nero’s suicide and its immediate consequence – Galba recognised as emperor
- Return to Civil War
- Military unrest; the Year of the Four Emperors.

**Question 32 — Option J – The Julio-Claudians AD 14–69**

**Example 2**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Makes a comprehensive and reasoned judgement about the extent to which the evidence supports the view about the principate of Tiberius</li> <li>• Demonstrates extensive and accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with interpretation and well-selected evidence from relevant sources</li> <li>• Communicates ideas and information in a logical, cohesive and sustained response using appropriate historical terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>• Makes a reasoned judgement about the extent to which the evidence supports the view about the principate of Tiberius</li> <li>• Demonstrates accurate historical knowledge and understanding relevant to the question</li> <li>• Supports the response with interpretation and/or evidence from relevant sources</li> <li>• Communicates ideas and information in a logical and cohesive response using appropriate historical terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>• Makes some judgement about the extent to which the evidence supports the view about the principate of Tiberius</li> <li>• Demonstrates sound historical knowledge and understanding</li> <li>• Supports the response with interpretation and/or evidence</li> <li>• Communicates ideas and information in a structured response using appropriate historical terms and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of the principate of Tiberius</li> <li>• May use information from the interpretation provided and/or other source(s) to support the response</li> <li>• Uses some relevant historical terms and/or concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>• Makes general statement(s) about the principate of Tiberius</li> <li>• May refer to source(s)</li> <li>• May use some historical terms and/or concepts</li> </ul>	1–5

***Answers could include:***

- Careful interpretation needed of the ancient sources and how they treat Tiberius:
  - Tacitus, Suetonius and Dio Cassius
- Reforms and policies:
  - Many of the reforms and policies introduced by Tiberius were aimed at improving the efficiency of the government and were in large part successful: this was particularly true of his financial policy where he was able to build the imperial treasury to a significant extent
- Provincial policy:
  - Tiberius ensured the smooth running of the provinces by changing the conditions of governors. They received a standard pay, served for longer periods of time and were promoted to their positions based on merit

- Tiberius also carried out extensive restoration works in the provinces after a series of natural disasters
- Influence of the Imperial Court
- Livia was a constant annoyance for Tiberius and he never dealt successfully with her – her interference resulted in his retirement, affecting the successful running of the empire
- Bringing Caligula to Capri and in the very least beginning his education for his new position, Tiberius inadvertently set up a smooth transition of power
- Relationship with Senate:
  - Because no official method was established to transfer power from Augustus. Tiberius had a poor relationship with the Senate. His lack of understanding regarding the nature of the Senate at this time led to frustration on both sides while the ascendancy of Sejanus further affected Tiberius' ability to use the Senate as an administrative tool
- Military unrest; the Year of the Four Emperors.

# HSC Ancient History Sample Questions Mapping Grid

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

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
1	15	Cities of Vesuvius – Pompeii and Herculaneum	AH12.3, AH12.5, AH12.6, AH12.7, AH12.9	2–6
2	12	Cities of Vesuvius – Pompeii and Herculaneum	AH12.3, AH12.5, AH12.6, AH12.9	2–6
3	4	Cities of Vesuvius – Pompeii and Herculaneum	AH12.5, AH12.9	2–4
4	10	Cities of Vesuvius – Pompeii and Herculaneum	AH12.6, AH12.7, AH12.9	2–6

## Section II — Ancient Societies

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
5 (a)	3	Option A – New Kingdom Egypt society to the death of Amenhotep III	AH12.9	2–4
5 (b)	6	Option A – New Kingdom Egypt society to the death of Amenhotep III	AH12.3, AH12.5, AH12.9	2–5
6 (a)	3	Option B – New Kingdom Egypt society during the Ramesside period	AH12.9	2–4
6 (b)	15	Option B – New Kingdom Egypt society during the Ramesside period	AH12.3, AH12.5, AH12.6, AH12.9	2–6
7 (a)	5	Option C – Society in Israel from Solomon to the fall of Samaria	AH12.3, AH12.9	2–6
8 (a)	6	Option D – Persian society at the time of Darius and Xerxes	AH12.3, AH12.5, AH12.9	2–6
9 (a)	4	Option E – Society in China during the Han Dynasty 206 BC – AD 220	AH12.6, AH12.9	2–4
10 (a)	3	Option F – Bronze Age: Minoan Crete	AH12.5, AH12.9	2–4
10 (b)	6	Option F – Bronze Age: Minoan Crete	AH12.5, AH12.6, AH12.9	2–5
11 (a)	8	Option G – Spartan society to the Battle of Leuctra 371 BC	AH12.3, AH12.5, AH12.6, AH12.9	2–6
12 (a)	15	Option H – Athenian society in the time of Pericles	AH12.2, AH12.5, AH12.6, AH12.9	2–6

## Section III — Personalities in Their Times

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
13 (a)	15	Option A – Egypt: Hatshepsut	AH12.5, AH12.6, AH12.7, AH12.9	2–6
14 (a)	6	Option B – Egypt: Akhenaten	AH12.2, AH12.5, AH12.9	2–5
15 (a)	15	Option C – The Near East: Sennacherib	AH12.6, AH12.7, AH12.9	2–6

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
16 (a)	8	Option D – The Near East: Xerxes	AH12.2, AH12.3, AH12.5, AH12.6, AH12.9	2–6
17 (a)	10	Option E – China: Qin Shihuangdi	AH12.3, AH12.6, AH12.9	2–6
18 (a)	7	Option F – Greece: Pericles	AH12.3, AH12.5, AH12.6, AH12.9	2–5
19 (a)	5	Option G – Greece: Alexander the Great	AH12.5, AH12.9	2–5
19 (b)	15	Option G – Greece: Alexander the Great	AH12.3, AH12.6, AH12.7, AH12.9	2–6
20 (a)	8	Option H – Rome: Tiberius Gracchus	AH12.2, AH12.5, AH12.6, AH12.9	2–6
21 (a)	7	Option I – Rome: Julius Caesar	AH12.2, AH12.5, AH12.6, AH12.9	2–6
21 (b)	10	Option I – Rome: Julius Caesar	AH12.2, AH12.5, AH12.6, AH12.9	2–6
22 (a)	8	Option J – Rome: Agrippina the Younger	AH12.2, AH12.6, AH12.9	2–6
22 (b)	15	Option J – Rome: Agrippina the Younger	AH12.3, AH12.5, AH12.6, AH12.9	2–6

#### Section IV — Historical Periods

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
23	25	Option A – New Kingdom Egypt to the Death of Thutmose IV	AH12.3, AH12.5, AH12.6, AH12.9	2–6
24	25	Option B – New Kingdom Egypt: Amenhotep III to the Death of Ramesses II	AH12.6, AH12.7, AH12.9	2–6
25	25	Option C – The Ancient Levant: First Temple Period c. 970–586 BC	AH12.1, AH12.5, AH12.6, AH12.9	2–6
26	25	Option D – Persia: Cyrus II to the Death of Darius III	AH12.5, AH12.6, AH12.7, AH12.9	2–6
27	25	Option E – Imperial China: The <i>Qin</i> and Han 247–87 BC	AH12.1, AH12.3, AH12.5, AH12.6, AH12.9	2–6
28	25	Option F – The Greek World 500–440 BC	AH12.1, AH12.2, AH12.3, AH12.6, AH12.9	2–6
29	25	Option G – 4th Century Greece to the Death of Philip II	AH12.1, AH12.2, AH12.3, AH12.6, AH12.9	2–6
30	25	Option H – The fall of the Roman Republic 78–31 BC	AH12.2, AH12.3, AH12.5, AH12.6, AH12.7, AH12.9	2–6
31	25	Option I – The Augustan Age 44 BC – AD 14	AH12.2, AH12.3, AH12.5, AH12.6, AH12.9	2–6
32 Example 1	25	Option J – The Julio-Claudians AD 14–69	AH12.2, AH12.3, AH12.5, AH12.6, AH12.9	2–6
32 Example 2	25	Option J – The Julio-Claudians AD 14–69	AH12.2, AH12.3, AH12.5, AH12.6, AH12.9	2–6