BOSTES | BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

2015 HSC Ancient History
Marking Guidelines

IMPORTANT:
This resource was developed to support a previous version of the syllabus.
It may contain content that differs from the current syllabus.

Section I — Cities of Vesuvius – Pompeii and Herculaneum
Part A

Multiple-choice Answer Key

Question	Answer
1	B
2	C
3	A
4	D
5	D

Question 6

Criteria	Marks
• Clearly outlines the main features of streetscapes in Herculaneum • Draws evidence from Source *F* and own knowledge • Uses historical terms and concepts appropriately	4
• Outlines some of the main features of streetscapes in Herculaneum • Some use of evidence from Source *F* and own knowledge • Uses some historical terms and concepts	3
• Identifies a few of the main features of streetscapes in Herculaneum • Limited use of evidence from Source *F*	2
• Makes a general observation about the main features of streetscapes	1

Sample answer:

Source *F* displays the following features:

- two-storey structures facing the street
- stone paving
- entrances opening onto the street
- painted and plastered/lime-washed external surfaces of structures
- construction materials of buildings include stone and wood
- no stepping stones.

Information from the student's own knowledge could include:

- placement of fountains at street intersections
- sloping street gradient for drainage
- relatively few windows opening out at street level (indicating a concern for privacy)
- streets varied in width.

Question 7

Criteria	Marks
• Provides a comprehensive and accurate explanation of what evidence reveals about leisure activities in Pompeii • Integrates evidence from Sources *B* and *G* and own knowledge • Provides a detailed, structured response using historical terms and concepts appropriately	6
• Provides an accurate explanation of what evidence reveals about leisure activities in Pompeii • Draws some evidence from Sources *B* and *G* and own knowledge • Provides a structured response using some historical terms and concepts appropriately	4–5
• Provides some information of leisure activities in Pompeii • Draws some evidence from Sources *B* and/or *G* and/or own knowledge • Provides a response using some historical terms and concepts appropriately	2–3
• Makes limited or general statements about leisure activities in Pompeii • May refer to the sources • May use some historical terms and concepts appropriately	1

Sample answer:

Both sources provide evidence for particular leisure activities in Pompeii: removal of grime and sweat after physical activity (Source *B*); animal sports and gambling (Source *G*). These sources reflect, therefore, activities that took place in both private and public spaces.

Source *B* shows a *strigil* and container for oil. Most likely found at a public bathing house, these items could also be used in a *palaestra*, *gymnasium*, gladiators' barracks, amphitheatre and other locations associated with physical exertion. Other leisure activities taking place in bathhouses included reading, conversation and gossip, massage, and sexual activity. Evidence pertaining to gladiatorial combat includes funerary inscriptions, mosaics, graffiti, advertisements for games, and so on.

Source *G* shows, foreground, two roosters about to engage in combat and, background, a *caduceus* (associated with the god Mercury, god of commerce and thievery), a coin purse (associated with gambling) and a palm (connected to victory in competitive events). Evidence that refers to leisure activities associated with gaming includes frescoes displaying dice contests in eating and drinking establishments and graffiti depicting competitive activity (trigon-players, *tabulae lusoriae*).

Other leisure activities in Pompeii could include: theatrical and musical performances; fast-food shops and bars; brothels; gladiatorial combat and animal fighting; private dining. Evidence supporting this information includes: inscriptions; wall paintings; mosaics; and physical remains.

Section I — Cities of Vesuvius – Pompeii and Herculaneum
Part B

Question 8

Criteria	Marks
• Demonstrates an informed and comprehensive understanding of how ethical issues related to the study and display of human remains in Pompeii and Herculaneum have changed over time • Provides a detailed, structured response using a wide range of relevant information • Draws evidence from Sources *E*, *H* and *I* and own knowledge using appropriate terms and concepts	9–10
• Demonstrates an informed understanding of how ethical issues related to the study and display of human remains in Pompeii and Herculaneum have changed over time • Provides a structured response using a wide range of relevant information • Uses evidence from Sources *E*, *H* and *I* and own knowledge using appropriate terms and concepts	7–8
• Demonstrates understanding about how ethical issues related to the study and display of human remains in Pompeii and Herculaneum have changed over time • Provides a response using relevant information • Refers to some of the Sources and own knowledge using appropriate terms and concepts	5–6
• Provides some information about how issues related to the study and display of human remains in Pompeii and Herculaneum have changed over time • May refer to some of the Sources and/or own knowledge • May use appropriate terms and concepts	3–4
• Makes a few general statements about how the study and display of human remains in Pompeii and Herculaneum have changed over time	1–2

Answers could include:

In this response, students must explicitly connect **ethical** issues to their understanding of the **evidence**. Similarly, they should refer to the fact that the study and display of human remains at Pompeii and Herculaneum have changed over time due to:

- a developing recognition of the innate importance of these remains in their own right and as evidence for the past not known from other sources and
- a clearly articulated regard for the dignity of deceased humans (and animals) over and against the pragmatic display and objectification of the dead.

Source *E* shows skeletons in one of the boathouses at Herculaneum. Here, the ethical issue arising from such display centres on the tension between public interest and respect for the dead. The inherent fascination with the display of human and animal remains must be balanced against the dignity accorded to the deceased. Of course, attracting tourist dollars by way of such displays feeds into financial support of ongoing conservation efforts at archaeological sites like Herculaneum.

While it is not expected, students might draw attention to the fact that the particular skeletons displayed in Source *E* are replicas. These substituted 'remains' are displayed according to the original location and configuration of the skeletons – in contrast to earlier archaeological practice which presented human and animal remains in staged tableaus (eg late seventeenth and eighteenth century "discoveries" presented for visiting dignitaries; the twentieth century fabrications perpetrated by Maiuri). The original human remains are preserved elsewhere. Knowledge about this replacement is not widely publicised.

Source H describes the ways in which human remains can be examined scientifically to produce information about age and biological sex. The ethical issue underlying this excerpt relates to the changing attitudes displayed by historians, archaeologists and interested observers towards the social position of categories of persons such as women, children and the aged. Lazer reveals that current scientific approaches to the study of human remains found at Pompeii and Herculaneum privilege the data rather than sociocultural attitudes and expectations.

In this regard, students may be able to highlight the marked difference over time in the treatment of skeletal remains. For example, prior to the middle-to-late twentieth century, disarticulated bones were stored haphazardly or discarded. More recently, scholars like Estelle Lazer now take special care to reconstruct where possible the skeletons of victims – thereby showing due respect for the deceased and reintroducing this invaluable source of evidence into the knowledge base about life in Pompeii and Herculaneum. The use of non-destructive archaeological techniques (eg CAT and laser-scanning) contributing to deeper analysis of human remains has been driven by ethical concerns such as a concern for the skeletal material.

Source I describes the ways in which "bodies" from Pompeii have been exhibited. Beard makes reference to this practice as "one of the highlights of any display", "ghoulish", and an ongoing issue "going back to the 1860s". This exemplifies a different code of ethics for the tourist as opposed to the archaeologist. In addition, the fact that the remains are "not actually bodies at all" has been used as a rationalisation for this kind of display.

Section II — Ancient Societies

Option A — Egypt: Society in Old Kingdom Egypt, Dynasties III to VI

Option B — Egypt: Society in New Kingdom Egypt to the death of Amenhotep III

Option C — Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX

Option D — The Near East: Assyrian society from Sargon II to Ashurbanipal

Option E — The Near East: Society in Israel from Solomon to the fall of Samaria

Option F — The Near East: Persian society at the time of Darius and Xerxes

Option G — Greece: The Bronze Age – Society in Minoan Crete

Option H — Greece: The Bronze Age – Mycenaean society

Option I — Greece: Spartan society to the Battle of Leuctra 371 BC

Option J — Greece: Athenian society in the time of Pericles

Questions 9–18

Part (a)

Criteria	Marks
• Names TWO items relevant to the question	2
• Names ONE item relevant to the question	1

Part (b)

Criteria	Marks
• Provides accurate information relevant to the question • Uses appropriate historical terms and concepts	3
• Provides information relevant to the question • May use appropriate historical terms and concepts	2
• Makes a general statement about the question	1

Sample answer to Question 14 (b):

Magi were the priest class responsible for keeping the sacred fires burning. They were responsible for other religious rituals, including libations to Ahura-Mazda, and for preparing the bodies of the deceased which were left in the open to be eaten by carrion.

Sample answer to Question 15 (b):

Minoan *thalassocracy* is the term applied to the maritime-dominated power of Minoan Crete. Ancient writers nominate King Minos as leading a naval power that expelled pirates from the region. This naval dominance led to trade and colonisation.

Sample answer to Question 17 (b):

'Inferiors', also known as *hypomeiones*, were persons who had lost their citizenship rights due to a failure to fulfil their obligations. Those belonging to this class had been born Spartan citizens but through their failings had been removed from the Spartiates. Failures could consist of inability to complete successfully the requirements of the *agoge* or displaying cowardice on the battlefield.

Part (c)

Criteria	Marks
• Provides accurate and detailed information relevant to the question • Uses appropriate historical terms and concepts	4–5
• Provides information relevant to the question • May use appropriate historical terms and concepts	2–3
• Makes a general statement about the question	1

Sample answer to Question 14 (c):

Persian art was both decorative and political in its intention. Gold was an accessible commodity in Persia and many examples of fine goldsmithery have survived as material culture. These highly elaborate pieces of jewellery served as decorative ornaments to wealthy Persians.

Much of the art that has survived is highly political in its intention. Persepolis was built on a grand scale by Darius and Xerxes with a wealth of stone-reliefs that depict images of kingship and subordination of the cultures and peoples of the empire. The artworks of Persepolis were designed to create awe in the visitor.

An example of such art: Behistun Rock – depicting Darius exercising his kingly power with Ahura-Mazda looking on. This image was designed to legitimise the rule of the king and was therefore a highly politicised use of art in the Persian world.

Sample answer to Question 15 (c):

The Minoan economy was centred on the palace. It controlled production, storage and distribution. Historians such as Peter Warren believe that each palace controlled the agricultural production in their region. Large storage capacity in the western magazines of palaces in the New Palace Period reveals that significant power came through storage and redistribution of grain, olives and wine. Workers in the fields and in the palace workshops were probably paid in grain. Huge *pithoi* indicate the substantial storage capacity.

Workshops within the palaces housed artisans and specialist workers who produced pottery, stonework and luxury products such as gold jewellery. Loom weights found at Knossos suggest the importance of the wool industry. Oil presses indicate the breadth of industrial activity under the control of the palaces.

Island and overseas trade was another significant aspect of the palace economy. Royal exchange saw high value goods move to Asia Minor and Egypt. Production storage and redistribution were the main features of this facet of the palace economy.

Sample answer to Question 17 (c):

The *agoge* was the Spartan education system designed to train boys from the age of 7 to become fierce Spartan warriors. Plutarch provides a detailed description of the boys' progress through the *agoge*, which began with the boy being removed from his mother at age 7 and forced to live communally with other boys while engaging in intense training. Plutarch emphasised that the boys were taught to endure pain and discomfort, eg only given a reed bed to sleep on, which they had to make with their own hands; and not given enough food. Plutarch tells us that the boys were encouraged to steal in order to supplement their diet, but the shame of getting caught was worse than death eg Plutarch's description of the boy and the fox. At age 12 the boys' training was intensified. *Eirens* would be elected and they would serve as prefects and discipline the younger boys.

Other information for inclusion: Plato believed that Spartans were educated "not by persuasion but by violence"; according to Xenophon, the *paidomenos* had to administer severe whippings to ensure discipline; education was a state responsibility.

Part (d)

Criteria	Marks
• Provides accurate and detailed information about the evidence and what it reveals in relation to the question • Integrates evidence from the source provided and other sources • Provides a well-structured response • Uses historical terms and concepts appropriately	13–15
• Provides relevant information about the evidence and what it reveals in relation to the question • Uses evidence from the source provided and other sources • Provides a structured response • Uses historical terms and concepts appropriately	10–12
• Provides some information about the evidence and/or what it reveals in relation to the question • Refers to the source provided and may make some reference to other sources • Provides a response using some historical terms and concepts appropriately	7–9
• Provides limited information relevant to the question • May refer to the source provided • Limited use of historical terms and concepts	4–6
• Makes general statements in relation to the question • May use historical terms and concepts	1–3

Section III — Personalities in Their Times

Option A — Egypt: Hatsheput

Option B — Egypt: Akhenaten

Option C — Egypt: Ramesses II

Option D — The Near East: Sennacherib

Option E — The Near East: Xerxes

Option F — The Near East: Hannibal

Option G — Greece: Pericles

Option H — Greece: Alexander the Great

Option I — Greece: Cleopatra VII

Option J — Rome: Tiberius Gracchus

Option K — Rome: Julius Caesar

Option L — Rome: Agrippina the Younger

Questions 19–30

Part (a)

Criteria	Marks
• Provides a comprehensive and accurate description relevant to the question, demonstrating a clear understanding of the personality • Supports the response with accurate historical knowledge from relevant sources • Presents a sustained, logical and cohesive response • Uses a range of appropriate historical terms and concepts	9–10
• Provides an accurate description relevant to the question, demonstrating a clear understanding of the personality • Supports the response with historical knowledge from relevant sources • Presents a logical response • Uses appropriate historical terms and concepts	7–8
• Provides some accurate description relevant to the question and demonstrates some understanding of the personality • May make a response with some knowledge from relevant sources • Presents a response using some appropriate historical terms and concepts	5–6
• Makes general statements with limited description and understanding of the personality • Uses some historical terms and concepts	3–4
• Makes a very limited statement about the personality • May make very limited use of historical terms and concepts	1–2

These guidelines apply to:

Questions 19 (b), 22 (b), 23 (b), 26 (b), 29 (b) and 30 (b)

Criteria	Marks
• Provides a comprehensive explanation relevant to the question, demonstrating a clear understanding of the personality • Identifies a wide range of appropriate issues relevant to the question • Supports the response with detailed and accurate information with reference to the quotation provided and other relevant sources • Presents a sustained, logical and cohesive response • Uses a range of appropriate historical terms and concepts	13–15
• Provides an explanation relevant to the question, demonstrating a clear understanding of the personality • Identifies a range of appropriate issues relevant to the question • Supports the response with accurate information from the quotation provided and other relevant sources • Presents a logical response • Uses appropriate historical terms and concepts	10–12
• Provides information on the question, demonstrating some understanding of the personality • Identifies some appropriate issues relevant to the question • Supports the response with information from relevant sources; may refer to the quotation provided • Presents a response using some appropriate historical terms and concepts	7–9
• Provides limited information about the personality • May provide some information from relevant sources • Uses some historical terms and concepts	4–6
• Makes a few general statements about the personality • May make very limited use of historical terms and concepts	1–3

These guidelines apply to:

Questions 20 (b), 21 (b), 24 (b), 25 (b), 27 (b) and 28 (b)

Criteria	Marks
• Provides a comprehensive judgement relevant to the question, demonstrating a clear understanding of the personality • Identifies a wide range of appropriate issues relevant to the question • Supports the response with detailed and accurate information with reference to the quotation provided and other relevant sources • Presents a sustained, logical and cohesive response • Uses a range of appropriate historical terms and concepts	13–15
• Provides a judgement relevant to the question, demonstrating a clear understanding of the personality • Identifies a range of appropriate issues relevant to the question • Supports the response with accurate information from the quotation provided and other relevant sources • Presents a logical response • Uses appropriate historical terms and concepts	10–12
• Provides information on the question, demonstrating some understanding of the personality • Identifies some appropriate issues relevant to the question • Supports the response with information from relevant sources; may refer to the quotation provided • Presents a response using some appropriate historical terms and concepts	7–9
• Provides limited information about the personality • May provide some information from relevant sources • Uses some historical terms and concepts	4–6
• Makes a few general statements about the personality • May make very limited use of historical terms and concepts	1–3

Section IV — Historical Periods

Questions 31–46

Criteria	Marks
• Makes a sustained and logical judgement relevant to the question • Demonstrates comprehensive and accurate historical knowledge and understanding relevant to the question • Supports the response with detailed and accurate information from relevant sources; may analyse and evaluate sources • Presents a cohesive response using a range of appropriate historical terms and concepts	21–25
• Makes a logical judgement relevant to the question • Demonstrates sound historical knowledge and understanding relevant to the question • Supports the response with information from relevant sources • Presents a response using appropriate historical terms and concepts	16–20
• May make some judgement relevant to the question • Demonstrates some historical knowledge and understanding relevant to the question • Provides a response with some information from relevant sources • Presents a response using some historical terms and concepts	11–15
• Makes statements relevant to the question • Demonstrates limited historical knowledge and/or understanding relevant to the question • May provide basic information from relevant sources • Presents a limited response with basic use of historical terms and concepts	6–10
• Presents a very limited narration/description of people and/or events from this period • May make very limited use of historical terms and concepts	1–5

2015 Ancient History
Mapping Grid

Section I — Cities of Vesuvius – Pompeii and Herculaneum
Part A

Question	Marks	Content	Syllabus outcomes
1	1	Cities of Vesuvius – Pompeii and Herculaneum	H3.1, H4.1
2	1	Cities of Vesuvius – Pompeii and Herculaneum	H3.1, H4.1
3	1	Cities of Vesuvius – Pompeii and Herculaneum	H3.1, H4.1
4	1	Cities of Vesuvius – Pompeii and Herculaneum	H3.1, H4.1
5	1	Cities of Vesuvius – Pompeii and Herculaneum	H3.1, H4.1
6	4	Cities of Vesuvius – Pompeii and Herculaneum	H3.1, H4.1
7	6	Cities of Vesuvius – Pompeii and Herculaneum	H1.1, H3.1, H4.1

Section I — Cities of Vesuvius – Pompeii and Herculaneum
Part B

Question	Marks	Content	Syllabus outcomes
8	10	Cities of Vesuvius – Pompeii and Herculaneum	H2.1, H3.1, H3.2, H3.4, H3.5, H4.1, H4.2

Section II — Ancient Societies

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H4.1
(b)	3	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H3.1, H4.1, H4.2
(c)	5	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H3.1, H4.1, H4.2
(d)	15	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H3.1, H3.3, H4.2
10 (a)	2	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H4.1
(b)	3	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H3.1, H4.1, H4.2
(c)	5	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H3.1, H4.1, H4.2
(d)	15	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H3.1, H3.3, H4.2
11 (a)	2	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H4.1
(b)	3	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H3.1, H4.1, H4.2
(c)	5	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H3.1, H4.1, H4.2
(d)	15	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H3.1, H3.3, H4.2
12 (a)	2	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H4.1
(b)	3	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H3.1, H4.1, H4.2
(c)	5	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H3.1, H4.1, H4.2
(d)	15	The Near East: Assyrian Society from Sargon II to Ashurbanipal	H1.1, H3.1, H3.3, H4.2
13 (a)	2	The Near East: Society in Israel from Solomon to the fall of Samaria	H4.1

Question	Marks	Content	Syllabus outcomes
(b)	3	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H3.1, H4.1, H4.2
(c)	5	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H3.1, H4.1, H4.2
(d)	15	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H3.1, H3.3, H4.2
14 (a)	2	The Near East: Persian society at the time of Darius and Xerxes	H4.1
(b)	3	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H3.1, H4.1, H4.2
(c)	5	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H3.1, H4.1, H4.2
(d)	15	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H3.1, H3.3, H4.2
15 (a)	2	Greece: The Bronze Age – Society in Minoan Crete	H4.1
(b)	3	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H3.1, H4.1, H4.2
(c)	5	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H3.1, H4.1, H4.2
(d)	15	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H3.1, H3.3, H4.2
16 (a)	2	Greece: The Bronze Age – Mycenaean society	H4.1
(b)	3	Greece: The Bronze Age – Mycenaean society	H1.1, H3.1, H4.1, H4.2
(c)	5	Greece: The Bronze Age – Mycenaean society	H1.1, H3.1, H4.1, H4.2
(d)	15	Greece: The Bronze Age – Mycenaean society	H1.1, H3.1, H3.3, H4.2
17 (a)	2	Greece: Spartan society to the Battle of Leuctra 371 BC	H4.1
(b)	3	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H3.1, H4.1, H4.2
(c)	5	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H3.1, H4.1, H4.2
(d)	15	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H3.1, H3.3, H4.2
18 (a)	2	Greece: Athenian society in the time of Pericles	H4.1
(b)	3	Greece: Athenian society in the time of Pericles	H1.1, H3.1, H4.1, H4.2
(c)	5	Greece: Athenian society in the time of Pericles	H1.1, H3.1, H4.1, H4.2
(d)	15	Greece: Athenian society in the time of Pericles	H1.1, H3.1, H3.3, H4.2

Section III — Personalities in Their Times

Question	Marks	Content	Syllabus outcomes
19 (a)	10	Egypt: Hatshepsut	H1.1, H3.1, H4.1, H4.2
(b)	15	Egypt: Hatshepsut	H1.1, H3.1, H3.2, H3.3, H4.1, H.4.2
20 (a)	10	Egypt: Akhenaten	H1.1, H3.1, H4.1, H4.2
(b)	15	Egypt: Akhenaten	H1.1, H3.1, H3.2, H3.3, H4.1, H.4.2
21 (a)	10	Egypt: Ramesses II	H1.1, H3.1, H4.1, H4.2
(b)	15	Egypt: Ramesses II	H1.1, H3.1, H3.2, H3.3, H4.1, H.4.2
22 (a)	10	The Near East: Sennacherib	H1.1, H3.1, H4.1, H4.2
(b)	15	The Near East: Sennacherib	H1.1, H3.1, H3.2, H3.3, H4.1, H.4.2
23 (a)	10	The Near East: Xerxes	H1.1, H3.1, H4.1, H4.2
(b)	15	The Near East: Xerxes	H1.1, H3.1, H3.2, H3.3, H4.1, H.4.2
24 (a)	10	The Near East: Hannibal	H1.1, H3.1, H4.1, H4.2
(b)	15	The Near East: Hannibal	H1.1, H3.1, H3.2, H3.3, H4.1, H.4.2

Question	Marks	Content	Syllabus outcomes
25 (a)	10	Greece: Pericles	H1.1, H3.1, H4.1, H4.2
(b)	15	Greece: Pericles	H1.1, H3.1, H3.2, H3.3, H4.1, H.4.2
26 (a)	10	Greece: Alexander the Great	H1.1, H3.1, H4.1, H4.2
(b)	15	Greece: Alexander the Great	H1.1, H3.1, H3.2, H3.3, H4.1, H.4.2
27 (a)	10	Greece: Cleopatra VII	H1.1, H3.1, H4.1, H4.2
(b)	15	Greece: Cleopatra VII	H1.1, H3.1, H3.2, H3.3, H4.1, H.4.2
28 (a)	10	Rome: Tiberius Gracchus	H1.1, H3.1, H4.1, H4.2
(b)	15	Rome: Tiberius Gracchus	H1.1, H3.1, H3.2, H3.3, H4.1, H.4.2
29 (a)	10	Rome: Julius Caesar	H1.1, H3.1, H4.1, H4.2
(b)	15	Rome: Julius Caesar	H1.1, H3.1, H3.2, H3.3, H4.1, H.4.2
30 (a)	10	Rome: Agrippina the Younger	H1.1, H3.1, H4.1, H4.2
(b)	15	Rome: Agrippina the Younger	H1.1, H3.1, H3.2, H3.3, H4.1, H.4.2

Section IV — Historical periods

Question	Marks	Content	Syllabus outcomes
31 (a)	25	Egypt: From Unification to the First Intermediate Period	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	Egypt: From Unification to the First Intermediate Period	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
32 (a)	25	Egypt: New Kingdom Egypt to the death of Thutmose IV	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	Egypt: New Kingdom Egypt to the death of Thutmose IV	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
33 (a)	25	Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
34 (a)	25	The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
35 (a)	25	The Near East: Israel and Judah from Solomon to the fall of Jerusalem	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	The Near East: Israel and Judah from Solomon to the fall of Jerusalem	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
36 (a)	25	The Near East: Persia from Cyrus II to the death of Darius III	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	The Near East: Persia from Cyrus II to the death of Darius III	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
37 (a)	25	Greece: The development of the Greek world 800–500 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	Greece: The development of the Greek world 800–500 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
38 (a)	25	Greece: The Greek world 500–400 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	Greece: The Greek world 500–400 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
39 (a)	25	Greece: The Greek world 446–399 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	Greece: The Greek world 446–399 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
40 (a)	25	Greece: Fourth-century Greece to the death of Philip II of Macedon	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	Greece: Fourth-century Greece to the death of Philip II of Macedon	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
41 (a)	25	Rome: 264–133 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	Rome: 264–133 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
42 (a)	25	Rome: Political revolution in Rome 133–78 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	Rome: Political revolution in Rome 133–78 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
43 (a)	25	Rome: The fall of the Republic 78–31 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	Rome: The fall of the Republic 78–31 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
44 (a)	25	Rome: The Augustan Age 44 BC – AD 14	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	Rome: The Augustan Age 44 BC – AD 14	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
45 (a)	25	Rome: Rome in the time of the Julio-Claudians AD 14–69	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	Rome: Rome in the time of the Julio-Claudians AD 14–69	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
46 (a)	25	Rome: The Roman Empire AD 69–235	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
(b)	25	Rome: The Roman Empire AD 69–235	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2