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2016 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	D
3	A
4	C
5	D

Question 6

Criteria	Marks
• Clearly outlines the purposes of public buildings in Pompeii • Refers to Source *C* and own knowledge • Uses historical terms and concepts appropriately	4
• Outlines some of the purposes of public buildings in Pompeii • Some reference to Source *C* and own knowledge • Uses some historical terms and concepts	3
• Identifies a few of the purposes of public buildings in Pompeii • Limited reference to Source *C* or own knowledge	2
• Makes a general observation about the purposes of public buildings in Pompeii	1

Sample answer:

Public buildings served a range of purposes in Pompeii, including social, political and economic. Buildings which served a social purpose included the Macellum and the Basilica in the Forum (as shown in Source *C*). These buildings also had economic functions, but were a place for socialising. Several buildings such as the Temple of the Capitoline Triad and the Temple of Apollo indicate religious activity, and could reflect social and political status. The buildings at the south end of the Forum were considered to have political functions, although this is not certain.

Question 7

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

Answers could include:

Both sources reveal information about the role of women in Pompeii. Students could discuss:

1. in relation to both sources
   - Social role, eg conforming to social expectations about status.

2. in relation to Source *B*
   - Economic roles, eg property ownership and rental activity.

3. in relation to Source *D*
   - Possible religious roles, eg participation in religious activity.

4. in relation to students' own knowledge
   - Social condition, eg slave, freedwomen, freeborn
   - Occupations, eg prostitutes, shop owners, *matronae*
   - Religious roles, eg priestesses (of Greek, Roman, and foreign deities)
   - Economic roles, eg patronesses.

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

Question 8

Criteria	Marks
• Demonstrates an informed and comprehensive understanding of the contribution of new research and technologies in reconstructing the past of Pompeii and Herculaneum • Provides a detailed, structured response using a wide range of relevant information • Draws evidence from Sources *F* and *G* and own knowledge using appropriate terms and concepts	9–10
• Demonstrates an informed understanding of the contribution of new research and technologies in reconstructing the past of Pompeii and Herculaneum • Provides a structured response using a wide range of relevant information • Uses evidence from Sources *F* and *G* and own knowledge using appropriate terms and concepts	7–8
• Demonstrates understanding about the contribution of new research and technologies in reconstructing the past of Pompeii and Herculaneum • Provides a response using relevant information • Refers to either of the sources and own knowledge using appropriate terms and concepts	5–6
• Provides some information about the contribution of new research and technologies in reconstructing the past of Pompeii and/or Herculaneum • May refer to either of the sources and/or own knowledge • May use appropriate terms and concepts	3–4
• Makes a few general statements about the contribution of new research and/or technologies in reconstructing the past of Pompeii and/or Herculaneum	1–2

Answers could include:

New research and technologies have contributed to reconstructing the past of Pompeii and Herculaneum.

In relation to both sources:
- Different approaches to the question of reconstructing the past of both Vesuvian cities
- Development of more advanced technologies over time
- Relationship between research and technology in creating a reliable historical reconstruction of the past.

In relation to Source *F*:
- Displays a new technology applied to the question of reconstructing the past, ie digital
- Allows the opportunity to view the whole of the Villa of the Papyri from a range of viewpoints
- Provides a low-impact non-physical reconstruction

- Reconstructions of this kind will be limited by the accuracy and reliability of the research conducted on site
- Offers insight into the degrees of architectural (and, by extension, socio-cultural) grandeur associated with the elite.

In relation to Source *G*:
- Displays an earlier technology applied to the question of reconstructing the past, ie physical
- Provides insight into the horticulture and agriculture of the period otherwise unknown in other sources of evidence
- Reflects the extent to which gardens, orchards and vineyards formed part of the social and economic landscape of ancient Pompeii
- Shows the impact of physical methods of reconstruction on the site.

In relation to students' own knowledge:
- The Garden of the Fugitives, modern experimental plantings
- Use of 3D hologram technology, eg the House of Julius Polybius
- CT scans of plaster casts
- Spatial research on the Vesuvius cities, eg Laurence, Wallace-Hadrill
- Osteoarchaeological research, eg Lazer
- Organic/dietary research, eg the sewers of Herculaneum.

Section II — Ancient Societies

Option A — Egypt: Society in Old Kingdom Egypt, Dynasties III–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 9 (b):

The Pyramid Texts are important as they provide insights into Egyptian burial customs and beliefs. They also show the importance of the King and the need for his afterlife, and reflect changes in religious belief in Egyptian society.

Sample answer to Question 15 (b):

Gournia is important as an archaeological site different from the typical palace site. It provides evidence for categories of housing (the Potter's House and the Carpenter's House), trade, and social hierarchy. It is an important point of differentiation in relation to the function of the site compared to the more prominent and common palace sites.

Sample answer to Question 17 (b):

The *Hyakinthia* was an important religious festival in Sparta which celebrated Apollo and mourned the death of Hyakinthos. At the festival Spartiates would entertain the helots and men would chew sausages attached to walls. This was important as it symbolised fertility. The Hyakinthos was also important as it was thought to be a thanksgiving of Spartan rituals.

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 9 (c):

The main features of nobles' tombs include:

- A substructure, comprising a variety of chambers
- A superstructure or *mastaba*
- Tomb autobiography, comprising text and reliefs
- A *serdab*
- A false door
- A place for offerings to the deceased.

Sample answer to Question 15 (c):

Main features of Minoan myths and legends include:

- Focus on the structure ('palace') discovered by Evans and the notion of a monarch
- The link between the Labyrinth and the magazines in the Palace
- References to the bull in various frescoes
- The fact that the civilisation was named Minoan after the myth of the Minotaur
- The link between the concept of a sea-empire and the myth of Theseus and the Minotaur or Daedalus and Icarus.

Students should refer to at least one of the following myths: Theseus and the Minotaur, Icarus and Daedalus.

Sample answer to Question 17 (c):

Main features of Spartan myths and legends include:

- Connection with the gods
- Relates to the foundations of Sparta
- Could refer to Lycurgus eg mythical law giver, considered a god by Spartans, consulted the gods to establish and pass laws
- Could refer to the Dioscuri, Castor and Pollux, believed to be the twin sons of Zeus and Leda, brothers of Helen of Troy
- Could refer to Spartan kings tracing ancestry back to Zeus.

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 explicitly from 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 directly or indirectly from 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 • May refer 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: Hatshepsut
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 some 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 support response with some knowledge from relevant sources • Uses 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 23 (b), 24 (b), 25 (b), 27 (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 explicitly from 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 some appropriate issues relevant to the question • Supports the response with accurate information, with reference to the quotation provided, and directly or indirectly from 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 • May identify appropriate issues relevant to the question • Supports the response with information directly or indirectly 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 19 (b), 20 (b), 21 (b), 22 (b), 26 (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 explicitly from 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 some appropriate issues relevant to the question • Supports the response with accurate information, with reference to the quotation provided, and directly or indirectly from 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 • May identify appropriate issues relevant to the question • Supports the response with information directly or indirectly 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

Option A — Egypt: From Unification to the First Intermediate Period

Option B — Egypt: New Kingdom Egypt to the death of Thutmose IV

Option C — Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II

Option D — The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC

Option E — The Near East: Israel and Judah from Solomon to the fall of Jerusalem

Option F — The Near East: Persia from Cyrus II to the death of Darius III

Option G — Greece: The development of the Greek world 800–500 BC

Option H — Greece: The Greek world 500–440 BC

Option I — Greece: The Greek world 446–399 BC

Option J — Greece: Fourth-century Greece to the death of Philip II of Macedon

Option K — Rome: 264–133 BC

Option L — Rome: Political revolution in Rome 133–78 BC

Option M — Rome: The fall of the Republic 78–31 BC

Option N — Rome: The Augustan Age 44 BC–AD 14

Option O — Rome: The Julio-Claudians and the Roman Empire AD 14–69

Option P — Rome: The Roman Empire AD 69–235

Questions 31–46

Criteria	Marks
• Provides a comprehensive 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 sustained, logical and cohesive response using a range of appropriate historical terms and concepts	21–25
• Provides a logical judgement relevant to the question • Demonstrates sound historical knowledge and understanding relevant to the question • Supports the response with accurate information from relevant sources • Presents a logical and cohesive 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

2016 HSC 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	H3.1, H3.2, H3.4 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
9 (b)	3	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H3.1, H4.1
9 (c)	5	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H3.1, H4.1
9 (d)	15	Egypt: Society in Old Kingdom Egypt, Dynasties III to VI	H1.1, H3.1, H4.1, H4.2
10 (a)	2	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H4.1
10 (b)	3	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H3.1, H4.1
10 (c)	5	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H3.1, H4.1
10 (d)	15	Egypt: Society in New Kingdom Egypt to the death of Amenhotep III	H1.1, H3.1, H4.1, H4.2
11 (a)	2	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H4.1
11 (b)	3	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H3.1, H4.1
11 (c)	5	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H3.1, H4.1
11 (d)	15	Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX	H1.1, H3.1, H4.1, H4.2
12 (a)	2	The Near East: Assyrian society from Sargon II to Ashurbanipal	H4.1
12 (b)	3	The Near East: Assyrian society from Sargon II to Ashurbanipal	H1.1, H3.1, H4.1
12 (c)	5	The Near East: Assyrian society from Sargon II to Ashurbanipal	H1.1, H3.1, H4.1

Question	Marks	Content	Syllabus outcomes
12 (d)	15	The Near East: Assyrian society from Sargon II to Ashurbanipal	H1.1, H3.1, H4.1, H4.2
13 (a)	2	The Near East: Society in Israel from Solomon to the fall of Samaria	H4.1
13 (b)	3	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H3.1, H4.1
13 (c)	5	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H3.1, H4.1
13 (d)	15	The Near East: Society in Israel from Solomon to the fall of Samaria	H1.1, H3.1, H4.1, H4.2
14 (a)	2	The Near East: Persian society at the time of Darius and Xerxes	H4.1
14 (b)	3	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H3.1, H4.1
14 (c)	5	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H3.1, H4.1
14 (d)	15	The Near East: Persian society at the time of Darius and Xerxes	H1.1, H3.1, H4.1, H4.2
15 (a)	2	Greece: The Bronze Age – Society in Minoan Crete	H4.1
15 (b)	3	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H3.1, H4.1
15 (c)	5	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H3.1, H4.1
15 (d)	15	Greece: The Bronze Age – Society in Minoan Crete	H1.1, H3.1, H4.1, H4.2
16 (a)	2	Greece: The Bronze Age – Mycenaean society	H4.1
16 (b)	3	Greece: The Bronze Age – Mycenaean society	H1.1, H3.1, H4.1
16 (c)	5	Greece: The Bronze Age – Mycenaean society	H1.1, H3.1, H4.1
16 (d)	15	Greece: The Bronze Age – Mycenaean society	H1.1, H3.1, H4.1, H4.2
17 (a)	2	Greece: Spartan society to the Battle of Leuctra 371 BC	H4.1
17 (b)	3	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H3.1, H4.1
17 (c)	5	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H3.1, H4.1
17 (d)	15	Greece: Spartan society to the Battle of Leuctra 371 BC	H1.1, H3.1, H4.1, H4.2
18 (a)	2	Greece: Athenian society in the time of Pericles	H4.1
18 (b)	3	Greece: Athenian society in the time of Pericles	H1.1, H3.1, H4.1
18 (c)	5	Greece: Athenian society in the time of Pericles	H1.1, H3.1, H4.1
18 (d)	15	Greece: Athenian society in the time of Pericles	H1.1, H3.1, H4.1, 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
19 (b)	15	Egypt: Hatshepsut	H1.1, H3.1, H3.2, H3.3, H4.1, H4.2
20 (a)	10	Egypt: Akhenaten	H1.1, H3.1, H4.1, H4.2
20 (b)	15	Egypt: Akhenaten	H1.1, H3.1, H3.2, H3.3, H4.1, H4.2
21 (a)	10	Egypt: Ramesses II	H1.1, H3.1, H4.1, H4.2
21 (b)	15	Egypt: Ramesses II	H1.1, H3.1, H3.2, H3.3, H4.1, H4.2
22 (a)	10	The Near East: Sennacherib	H1.1, H3.1, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
22 (b)	15	The Near East: Sennacherib	H1.1, H3.1, H3.2, H3.3, H4.1, H4.2
23 (a)	10	The Near East: Xerxes	H1.1, H3.1, H4.1, H4.2
23 (b)	15	The Near East: Xerxes	H1.1, H3.1, H3.2, H3.3, H4.1, H4.2
24 (a)	10	The Near East: Hannibal	H1.1, H3.1, H4.1, H4.2
24 (b)	15	The Near East: Hannibal	H1.1, H3.1, H3.2, H3.3, H4.1, H4.2
25 (a)	10	Greece: Pericles	H1.1, H3.1, H4.1, H4.2
25 (b)	15	Greece: Pericles	H1.1, H3.1, H3.2, H3.3, H4.1, H4.2
26 (a)	10	Greece: Alexander the Great	H1.1, H3.1, H4.1, H4.2
26 (b)	15	Greece: Alexander the Great	H1.1, H3.1, H3.2, H3.3, H4.1, H4.2
27 (a)	10	Greece: Cleopatra VII	H1.1, H3.1, H4.1, H4.2
27 (b)	15	Greece: Cleopatra VII	H1.1, H3.1, H3.2, H3.3, H4.1, H4.2
28 (a)	10	Rome: Tiberius Gracchus	H1.1, H3.1, H4.1, H4.2
28 (b)	15	Rome: Tiberius Gracchus	H1.1, H3.1, H3.2, H3.3, H4.1, H4.2
29 (a)	10	Rome: Julius Caesar	H1.1, H3.1, H4.1, H4.2
29 (b)	15	Rome: Julius Caesar	H1.1, H3.1, H3.2, H3.3, H4.1, H4.2
30 (a)	10	Rome: Agrippina the Younger	H1.1, H3.1, H4.1, H4.2
30 (b)	15	Rome: Agrippina the Younger	H1.1, H3.1, H3.2, H3.3, H4.1, H4.2

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
31 (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
32 (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
33 (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
34 (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
35 (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
36 (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

Question	Marks	Content	Syllabus outcomes
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
37 (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 500–440 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
38 (b)	25	Greece: The Greek world 500–440 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
39 (a)	25	Greece: The Greek world 446–399 BC	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
39 (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
40 (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
41 (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
42 (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
43 (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
44 (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: The Julio-Claudians and the Roman Empire AD 14–69	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2
45 (b)	25	Rome: The Julio-Claudians and the Roman Empire 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
46 (b)	25	Rome: The Roman Empire AD 69–235	H1.1, H2.1, H3.1, H3.3, H4.1, H4.2