



ANCIENT HISTORY

GENERAL COURSE

Marking key for the Externally set task

Old Kingdom Egypt, Dynasty 3–6

Sample 2016

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Ancient History

Externally set task – marking key

NOTE – When marking a candidate's work:

1. Not all points necessarily need to be in an answer for the candidate to gain full marks.
2. Reward each salient point made by the candidate. Candidates may make different valid points of interpretation.
3. Candidates are expected to refer to relevant supporting evidence from the sources.

1. Tick **one (1)** of the following in (a) and (b) to best describe Source 1.

(2 marks)

- | | | |
|-----|-----------------------|-------------------------------------|
| (a) | ancient source | <input checked="" type="checkbox"/> |
| | modern source | <input type="checkbox"/> |
| (b) | written source | <input type="checkbox"/> |
| | archaeological source | <input checked="" type="checkbox"/> |
| | map/diagram | <input type="checkbox"/> |
| | reconstruction | <input type="checkbox"/> |

2. Identify and briefly discuss the historical context for Source 1. You should consider the following where appropriate:
- the relevant event/s
 - the significant person/people
 - the key idea/s depicted in the source.
- (4 marks)**

Description	Marks
<p>Accurately identifies and briefly discusses the historical context of Source 1, demonstrating a sound historical knowledge of the period.</p> <ul style="list-style-type: none"> • The answer includes discussion of: <ul style="list-style-type: none"> ▪ relevant event/s and/or ▪ significant person/people and/or ▪ key idea/s. 	4
<p>Identifies and briefly discusses the historical context of Source 1, demonstrating some historical knowledge of the period, but with omissions.</p> <ul style="list-style-type: none"> • The answer includes some discussion of: <ul style="list-style-type: none"> ▪ relevant event/s and/or ▪ significant person/people and/or ▪ key idea/s. 	3
<p>Identifies and provides a simple description of the historical context, demonstrating a limited historical knowledge of the period.</p> <ul style="list-style-type: none"> • The answer includes a limited description of the: <ul style="list-style-type: none"> ▪ relevant event/s and/or ▪ significant person/people and/or ▪ key idea/s. 	2
<ul style="list-style-type: none"> • The answer demonstrates little historical knowledge of the period, with very simple description of: <ul style="list-style-type: none"> ▪ one (or two) of the criteria mentioned above, or ▪ the answer is factually inaccurate, or ▪ the answer simply describes the source. 	1
Total	4
Answer could include, but is not limited to:	
<p>Events</p> <ul style="list-style-type: none"> • These are the first true pyramids that were built and they represent the peak of achievement in pyramid building. • Immensity of the monuments themselves indicates the power and status of the God-King and the centralised state. Students may choose to discuss sheer scale of numbers of people involved, volume of material/resources required, complexity of engineering, supporting the notion of the power of the King and of Egypt as a state. • The King is the link between God and the people. This is symbolised through the shape and scale of the pyramids of Giza. Khufu's [Cheops] is the biggest ever built, though Khafre's [Chephren] looks bigger because it is built on higher ground. • Prosperous economy evident because of the scale of the building. This might be linked by some students to the fact that these pyramids were built without slave labour, thus we can infer that the relationship between the people and the God-King was strong since the God-King was God's representative on earth, responsible for the prosperity of the people, thus they were willing to work for his eternal resting place, since he would, in turn, benefit them. 	

People

- The people believed that the King was appointed by God to rule. Since the King was God's representative on earth, and their only link to God, they willingly contributed to the construction of these pyramids. No slave labour was involved.
- Students might discuss what is known about one or all of the 3 Kings involved in the building of these pyramids, for example, Khufu [Cheops] is represented as a tyrant by Herodotus, though this may be inaccurate due to Herodotus having lived so many years later, and that Herodotus may therefore have been affected by his understanding of his own world and his own experiences. He could not understand such grand monuments being built without slave labour, since in his own time, slavery would have probably been necessary.
- Priests or Viziers of the King were important men in the process of building these pyramids. Discussion could include who these men were, their relationship to the King, or the Vizier's contribution to the process through knowledge, or the way these men were honoured for their contribution in the mortuary architecture, indicating their importance in the administration of the central state.
- Development of the Osirian religion. These Kings were interred with their belongings in the Osirian tradition.

Ideas:

- The wealth, power and influence of the God King and of the state of Egypt. A centralised, organised and influential state was required to build these monuments, all of which was centred around the all-powerful God King. This might be linked to the idea that these pyramids were built without slave labour, thus we can infer that the relationship between the people and the God-King was strong, since the God-King was God's representative on earth, responsible for the prosperity of the people, thus they were willing to work for his eternal resting place, since he would, in turn, benefit them.

Other points provided by the students should be judged on their merits.

3. Identify and explain the message/s of Source 2. Provide evidence in your response. **(4 marks)**

Description	Marks
Accurately identifies and clearly explains the message/s of Source 2. Provides clear evidence to support the answer.	4
Identifies and briefly explains the message/s of Source 2. Provides limited evidence to support the answer.	3
Identifies and describes a message of Source 2, with little explanation and/or evidence provided.	2
The answer reflects little understanding of Source 2, with a simple recount of the contents of the source.	1
Total	4
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • The extract discusses the positive economic impact of pyramid building on society, and that this was a wealthy society. • The effort involved in planning building and sustaining a project such as the pyramids is highlighted. • The extract also implies the power of the central state. Only a ruler with total power over their subjects could attempt such a project. <p>Students might expand discussion in some of the following ways:</p> <ul style="list-style-type: none"> • It is very clear from the extract that pyramid construction took enormous manpower and resources. The extract emphasises the huge logistical requirements which were effectively met by state administration. This clearly shows the wealth and power of the centralised state that so many people were efficiently and willingly involved in construction. • To build for so long, and to build such expensive monuments, means that Egypt was: <ul style="list-style-type: none"> ▪ wealthy: there is evidence from a number of temples about large amounts of produce/taxes/offerings being circulated at this time, which supports what Davies says ▪ secure from conflict: the extract implies that Egypt could put so much time and effort into a domestic building project because she was secure from external threat, implying that Egypt had a lot of influence in foreign policy. For the same reasons, it is also implied that Egypt was internally settled, being able to resolve internal conflict well in order to sustain the project. <p>Other points provided by the students should be judged on their merits.</p>	

4. Outline and briefly explain the major changes occurring in the society which are depicted in Source 1 and Source 2. Provide evidence in your response. **(6 marks)**

Description	Marks
Accurately outlines one major change depicted in Source 1 and one major change depicted in Source 2. Clearly explains both changes. Supports answer with evidence from each source.	6
Accurately outlines one major change depicted in Source 1 and one major change depicted in Source 2. Explains both changes. Attempts to support answer with limited evidence from the sources.	5
Accurately outlines one major change depicted in one of the sources. Clearly explains the change. Supports answer with evidence from the source. AND Outlines one major change depicted in the other source. Provides some explanation of the change or limited evidence from the source.	4
Outlines one major change depicted in one of the sources. Provides some explanation of the change and some evidence from the source. AND Outlines one major change depicted in the other source with inaccuracies in the explanation or little supporting evidence for the other source.	3
Identifies one major change depicted in Source 1 and one major change in Source 2 with inaccuracies in the explanation or without evidence from the two sources.	2
Identifies one change depicted in either source with inaccuracies or without evidence.	1
Total	6
Answer could include, but is not limited to:	
<p>Source 1</p> <ul style="list-style-type: none"> Students may describe the development of mortuary architecture between Djoser's step pyramid to the true pyramids at Giza, tracing the evolution of the pyramid from one dynasty to the next. Students may comment on and describe the physical changes to pyramid construction itself, its increasing complexity (there are not just 3 pyramids - there are many, plus tombs temples and boat pits) in terms of size and design, giving detail of these building and design elements, i.e. the different elements of the buildings on the Giza plateau might be described, or challenges facing the builders might be discussed; this might include, but is not limited to, transport, tools, manpower required (plus the support mechanism needed to support this, mentioned in Source 2). Students might comment on the increase in the power of the centralised state at this time, which is reflected in the growing complexity, resource investment, cost and size of the pyramids at Giza. Only an incredibly strong centralised state with an absolute ruler, with access to the resources of his entire country, could undertake such a project. Students may note that there are not just three pyramids – there are many, plus tombs temples and boat pits. Students might comment on the changes in religion at the time, away from the older celestial beliefs and a new focus instead on the solar religion, very much symbolised in these monuments. 	

Source 2

- Students might comment on the increase in the power of the centralised state at this time which is reflected in the growing complexity, resource investment, cost and size of the pyramids at Giza. Only an incredibly strong centralised state with an absolute ruler, with access to the resources of his entire country, could undertake such a project.
- Evidence from temples and tombs regarding changes to taxation and agriculture etc. might be described, focusing on how the organisation of the state changed in order to support the building projects.
- Students may comment on, and describe, the physical changes to pyramid construction itself, its increasing complexity in terms of size and design – giving detail of these building and design elements, i.e. challenges facing the builders. This might include, but is not limited to, transport, tools, manpower required (plus the support mechanism needed to support this, mentioned in Source 2).

Other points provided by the students should be judged on their merits.

5. Discuss 'change' in this ancient society.

In developing your response, you should:

- use the changes shown in both sources as your starting point
- identify and explain other major changes that occurred in the society
- illustrate the importance of the changes.

(9 marks)

Description	Marks
Changes depicted in sources	2
Presents a summary of the changes in the ancient society that are depicted in the two sources	2
States some of the changes in the ancient society that are depicted in at least one of the sources	1
Identification and explanation of other major changes that occurred in the ancient society	4
Accurate identification and clear explanation of some of the other major changes that occurred in the ancient society	4
Accurate identification with limited explanation of a few of the other major changes that occurred in the ancient society	3
Lists some of the other major changes that occurred in the ancient society	2
Lists one or two of the major changes that occurred in the ancient society with inaccuracies	1
Illustration of the importance of the changes	3
Illustrates the importance of the changes that occurred in the ancient society with some explanation and provision of evidence or examples	3
Attempts to illustrate the importance of the changes that occurred in the ancient society with limited explanation and little provision of evidence or examples	2
States the importance of a change/s with little to no explanation or provision of examples	1
Total	9
Context specific points	
<p>This question invites the student to write what they know about change during the whole period of study.</p> <p>Note:</p> <ul style="list-style-type: none"> • Responses should consider the particular changes that are shown in the sources. • The responses should then consider the other major changes that have occurred in the society they are studying. These changes may be military, political, social, cultural, religious, economic and/or leadership. • The response then needs to consider the importance of the changes. <p>The specific points made in the responses will depend on what has been taught in the classroom.</p>	

Other major changes to be discussed for this time period could include:

- Social and economic change in the society as a result of pyramid building from Djoser and Sneferu onwards might be more broadly described than was attempted in Question 4. During the era of the pyramids, Egypt enjoyed an extended period of prosperity. This security and wealth led to there being a centrally organised state, one capable of sustaining a large logistical operation to support the building programs, not just the resources and material needed for building, but also food production/agriculture had to be reallocated and underwent change as workforces were moved to take part in the construction; housing, water and food needed for this workforce (and transport/storage/management for all of this) required a high level of organisation, all of which indicates an effective and efficient central government focused around the King's mortal and immortal requirements. Some students may mention that a better tax system was required to generate state income, which also indicates the efficient central state. This change had an enormous impact across the whole society.
- Changes to education might be discussed to some extent. The development of the pyramid age in these dynasties led to the development of a society that was literate and educated in maths and science, religious lore, etc. and thus developed a literary elite. Heliopolis was a centre for learning and the priests of the Sun God enjoyed a high status. Officials of the dynasties often tended to be members of the royal family in the 3rd and 4th Dynasties, but the development of education meant that literate newcomers could reach positions of influence. Some students might mention that officials and priests were often recognised for their service to the king with increasingly grand tombs of stone, rather than the earlier mud brick of the 3rd Dynasty; along with royal family members, this was an indication of their increased role and status. This had a significant impact on the power of the officials, which led to the changes listed below.
- The 6th dynasty saw a change in the increase in the power of the great nobles at the expense of the King. This is reflected in their tombs. Many did not feel the need to be buried near their king, instead they obviously considered themselves independent enough to be buried in their own districts. Many of these huge and beautiful tombs proudly record the achievements of the nobles. The breakdown in central authority perhaps had so significant an impact on society that it was followed by a period of chaos, the First Intermediate Period.