



## **SAMPLE ASSESSMENT TASKS**

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**ANCIENT HISTORY (EGYPT)**

**ATAR YEAR 11**

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Sample assessment task  
Ancient History (Egypt) – ATAR Year 11  
Unit 2 – Task 5

<b>Assessment type:</b>	Short answer
<b>Conditions</b>	Answer four out of five questions. Each question is worth 6 marks Total marks: 24 marks  Time for the task: 45 minutes with 5 minutes reading time In class under test conditions
<b>Task weighting</b>	10% of the school mark for this pair of units

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There are **five** questions. You must answer **four** questions. Write your answers in the spaces provided.

**Question 1** **(6 marks)**

Answer **both** parts of the question.

(a) Define talatat blocks. (2 marks)

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(b) Explain the use of talatat blocks in Akhenaten’s building program. Use examples to support your answer. (4 marks)

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Question 4

(6 marks)



Akhenaten and Nefertiti with Their Children. New Kingdom, Dynasty 18, ca. 1340 BC from a limestone House-Shrine.

Describe **three** examples of changes to the representation of the pharaoh and his family shown in the image above.

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## Marking key for Sample Assessment Task 5 – Unit 2

(24 marks)

### Question 1

(6 marks)

(a) Define talatat blocks.

(2 marks)

Description	Marks
Defines talatat blocks	2
Makes a general statement about talatat blocks	1
<b>Subtotal</b>	<b>/2</b>
<b>Answers may include</b>	
<ul style="list-style-type: none"> <li>Talatat blocks were limestone blocks – they were smaller in size and weight than the blocks usually used in construction.</li> <li>The smaller and standardised size made construction more efficient and quicker. They were approximately three palms in width. Workers could easily quarry, carry and build with these stones.</li> </ul>	

(b) Explain the use of talatat blocks in Akhenaten's building program. Use examples to support your answer.

(4 marks)

Description	Marks
Explains the ways talatat blocks were used in Akhenaten's building program Uses examples to support their answer	4
Outlines the ways talatat blocks were used in Akhenaten's building program Uses some examples to support their answer	3
Identifies some ways talatat blocks were used in Akhenaten's building program Uses limited examples that may support the answer	2
States one or two ways talatat blocks were used in Akhenaten's building program	1
<b>Subtotal</b>	<b>/4</b>
<b>Total</b>	<b>/6</b>
<b>Answers may include</b>	
<ul style="list-style-type: none"> <li>The use of talatat blocks were mainly related to the building program of Akhenaten during the Amarna period – although some uses are also seen at Karnak.</li> <li>Workers could easily quarry, carry and build with these stones ensuring the new capital at Amarna was built quickly.</li> <li>Blocks for Akhenaten came from limestone quarries on the outskirts of Amarna (e.g. Queen Tiye's Quarry) in a desert plateau behind the North City.</li> <li>Talatat blocks were used by Akhenaten to build temples dedicated to Aten and his new capital at Amarna.</li> <li>The talatat blocks were constructed to show large decorative scenes – mainly of the worship of the god Aten, scenes showing nature and wildlife, royal jubilee celebrations and of pharaoh Akhenaten and his family.</li> <li>The first example of use was a temple dedicated to the Aten within the complex at Karnak. At the time, Akhenaten changed from Amenhotep IV and he began worshipping the Aten as the sole deity.</li> <li>After Akhenaten's reign, he was considered a heretic and his temples to the Aten were dismantled. The talatat blocks were reused across Egypt, mainly by Horemheb, including at Abydos and at Karnak – mostly for the foundations of other structures and the filling for pylon gateways (e.g. Karnak's Ninth Gate).</li> </ul>	



**Question 2****(6 marks)**

Explain the role of the Theban Great Festival of the Valley in relation to funerary cults in detail. Use examples to support your answer.

Description	Marks
Explains in detail the role of the Theban Great Festival of the Valley in relation to funerary cults Uses relevant examples to support their answer	6
Explains the role of the Theban Great Festival of the Valley in relation to funerary cults Uses examples to support their answer	5
Outlines the role of the Theban Great Festival of the Valley in relation to funerary cults Uses some examples to support their answer	4
Describes the Theban Great Festival of the Valley and makes links to funerary cults Uses limited examples	3
Describes the Theban Great Festival of the Valley or aspects of funerary cults	2
Makes general comments about the Theban Great Festival of the Valley or funerary cults	1
<b>Total</b>	<b>/6</b>
<b>Answers may include</b>	
<ul style="list-style-type: none"> <li>• The Theban Great Festival of the Valley was also called the ‘Beautiful Feast of the Valley’ and had its origins in the Middle Kingdom.</li> <li>• Held annually in Thebes as a recognition and celebration of the dead, it was a way of connecting the Land of the Living with the Land of the Dead and having the living and dead come together.</li> <li>• It was connected to the cult of Amun, the main deity of New Kingdom.</li> <li>• The Theban Great Festival emphasised the association of the pharaoh with Amun – important in the legitimacy of the king.</li> <li>• The king was in charge of the ritual as an intermediary between the living and the dead.</li> <li>• Statues of the Theban Triad (Khonsu, Mut and Amun) would be taken in royal boats (barques) across the Nile from the complex at Karnak to the Theban necropolis in a procession, including the pharaoh.</li> <li>• The pharaoh would travel on the barque and visit the mortuary temples of past pharaohs and the temples of gods (e.g. Hathor), providing offerings and dedications.</li> <li>• Over time, the procession became more extensive, visiting more mortuary temples, such as the Ramesseum.</li> <li>• Those living on the east bank of the Nile would accompany the pharaoh to the west bank and the mortuary temples of their dead loved ones, bringing them gifts and paying tribute. The festival would include a banquet in the mortuary temples of loved ones.</li> <li>• The procession route would include steles dedicated to the gods and past pharaohs where dedications/offerings could be laid.</li> <li>• The Theban Great Festival was said to last for ten days before Amun returned to the seclusion of his temple.</li> <li>• Examples of the procession are seen in Hatshepsut’s Djoser-Djeseru’s chapel for Hathor (north wall of the peristyle court), in the Tomb of Menna (TT69), in the Tomb of Nakht (TT52), at Deir el Medina or other examples studied in class.</li> </ul>	

**Question 3****(6 marks)**

Comment on the reliability of the evidence provided by Tutankhamun's Restoration Stele in detail. Use examples to support your answer.

Description	Marks
Comments on the reliability of the evidence provided by Tutankhamun's Restoration Stele in detail, and with accuracy, by examining the contents of the Stele comprehensively Uses relevant examples to support their answer	6
Comments on the reliability of the evidence provided by Tutankhamun's Restoration Stele in detail, by examining the contents of the Stele Uses relevant examples to support their answer	5
Comments on the reliability of the evidence provided by Tutankhamun's Restoration Stele, by outlining the contents of the Stele Uses some relevant examples to support their answer	4
Describes the reliability of the evidence provided by Tutankhamun's Restoration Stele, by describing the contents of the Stele Uses some examples that may support the answer	3
Describes the contents of Tutankhamun's Restoration Stele and/or identifies some evidence provided by the Stele	2
Makes general comments about Tutankhamun's Restoration Stele	1
<b>Total</b>	<b>/6</b>
<b>Answers may include</b>	
<ul style="list-style-type: none"> <li>• Tutankhamun's Restoration Stele was found on a large quartzite block erected in Amun's temple, showing Tutankhamun offering to Amun and Mut.</li> <li>• Due to Tutankhamun's age and the control Ay and Horemheb held at this time, many believe Horemheb is the likely author.</li> <li>• The Restoration Stele presents an extremely negative description of the effects of Akhenaten's reforms on Egypt. Examples given on the Stele include that temples became ruins and cults were abolished, Gods abandoned Egypt and no longer answered prayers, and the army was sent to Syria (Djahy) to expand borders without success.</li> <li>• Evidence of Horemheb's role in the restoration process while he was Tutankhamun's heir and deputy, includes:             <ul style="list-style-type: none"> <li>▪ After the death of Tutankhamun, the Stele shows Horemheb changed the text to take credit for the restoration work.</li> <li>▪ There is evidence that he removed Tutankhamun's name from the cartouches and had it replaced with his own.</li> <li>▪ In addition, the original images of Tutankhamun's wife, Ankhesenamun were removed by Horemheb.</li> </ul> </li> <li>• Therefore, the reliability regarding Tutankhamun's role in the restoration is not clear; however, it does provide reliable information on:             <ul style="list-style-type: none"> <li>▪ conditions at Tutankhamun's accession</li> <li>▪ solutions needed to please Amun and the fact that Tutankhamun had undertaken these solutions</li> <li>▪ the restoration program to restore monuments and temples to the gods:                 <ul style="list-style-type: none"> <li>▪ Karnak: restoration of Pylon VI where the figure of Amun was restored along with Tuthmosis, The Avenue of Sphinxes linking Pylon X to the Temple of Mut</li> <li>▪ Luxor: the Colonnade of Amenhotep III and the reliefs of the Opet Festival were restored. These show Amun journeying from Karnak to Luxor</li> <li>▪ the lunette at the top of the Stele, showing Tutankhamun's offering to Amun and Mut, is important as it depicts him building main statues of the chief gods 'the king who spent his life making images'</li> <li>▪ made largest ever pure gold Amun statue</li> <li>▪ statues of Amun with Tutankhamun's face around Thebes</li> <li>▪ was shown as the 'divine son' (wife not shown with him in imagery)</li> </ul> </li> </ul> </li> </ul>	

- Opet Festival was recommenced
- increased the wealth of the temples and cults
- established new priesthoods, selecting members from nobles and children of nobles
- restoration benefitted older Egyptian Gods; however, Amun benefitted the most.

**Question 4****(6 marks)**

Describe **three** examples of changes to the representation of the pharaoh and his family shown in the image above.

Description	Marks
<b>Description of changes to the representations (3 x 2 marks)</b>	
Describes and accurately identifies an example of change to the representation of the pharaoh (Akhenaten) and his family in the image	2
Makes general statements about change to the representation of the pharaoh (Akhenaten) and his family in the image	1
<b>Total</b>	<b>/6</b>
<b>Answers may include</b>	
<ul style="list-style-type: none"> <li>• Amarna art style showing a looseness, movement and speed different to previous art</li> <li>• Intimate scene never seen before in Egyptian artistic styles. Akhenaten with his primary wife Nefertiti and children (two daughters). Affection between parents and children</li> <li>• The family unit embracing and kissing under the rays of the Aten</li> <li>• Human figures shown with exaggerated features: <ul style="list-style-type: none"> <li>▪ a large head</li> <li>▪ drooping features (narrow face and thick, pouting lips)</li> <li>▪ long neck</li> <li>▪ the shoulders and the waist are narrow, and the small of the back is high, so that the upper torso is small</li> <li>▪ below the waist, the body swells out to form large buttocks and curvaceous thighs</li> <li>▪ the belly droops over the sagging waistband of the kilt</li> <li>▪ the arms and short lower legs are thin and lack any musculature.</li> </ul> </li> <li>• Fabric on crowns showing movement and life</li> <li>• Fabric on clothing of Akhenaten and Nefertiti shows detail, including sheerness and pleating</li> </ul>	

## Question 5

(6 marks)

Using **three** specific examples, compare the religion introduced by Akhenaten with prior Egyptian religious beliefs.

Description	Marks
<b>Comparison of the religion introduced by Akhenaten with prior Egyptian beliefs (3 x 2 marks)</b>	
Compares the religion introduced by Akhenaten with prior Egyptian religious beliefs by describing a specific example and showing the difference	2
Makes general statements about the religion introduced by Akhenaten compared to prior beliefs	1
<b>Total</b>	<b>/6</b>
<b>Answers may include</b>	
<ul style="list-style-type: none"> <li>• Akhenaten moved religion away from Amun-Re and created what is thought to be the world's first monotheistic religion, worshipping the sun disk, Aten.</li> <li>• The sun god Re was already rising in prominence – worshipped by Tuthmosis III; Tuthmosis IV was first to refer to Re as the sun disk/Aten; Amenhotep III was known as the 'dazzling sun disk' and at times encouraged worship of the Aten; throughout time, Re/Amun-Re was shown with a sun disk above his head. But the Aten under Akhenaten became the sole God of worship.</li> <li>• Akhenaten was the only person who could speak to this God and therefore was the head priest. The Aten is his father.</li> <li>• Akhenaten and his family were the only ones who could worship the Aten directly – all other Egyptians worshipped Akhenaten as the 'living image of the Aten' on earth.</li> <li>• No mythology, festivals, creation myths etc. (Book of the Dead, Opet Festival).</li> <li>• Other Gods persecuted/names removed/mentioning the word 'gods' stopped.</li> </ul>	

Sample assessment task  
Ancient History (Egypt) – ATAR Year 11  
Unit 1 – Task 2

<b>Assessment type:</b>	Extended answer
<b>Conditions</b>	Total marks: 25 marks Time for the task: 50 minutes An unseen question, in class under test conditions
<b>Task weighting</b>	10% of the school mark for this pair of units

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**Instructions**

Write a structured response to both parts of the question below.

**Question 1** **(25 marks)**

- (a) Discuss how modern interpretations of the relationship between Hatshepsut and Tuthmosis III have changed over time. (12 marks)
- (b) Explain why modern historians/archaeologists/scholars have changed their interpretation of the relationship between Hatshepsut and Tuthmosis III. Specifically discuss changing societal attitudes in your response. (13 marks)

## Marking key for Sample Assessment Task 2 – Unit 1

### Question 1

(25 marks)

- (a) Discuss how modern interpretations of the relationship between Hatshepsut and Tuthmosis III have changed over time. (12 marks)

Description	Marks
<b>Development of argument/historical narrative</b>	
Constructs a coherent argument/discussion that shows analysis of the modern interpretations of the ancient evidence and includes relevant features of the historical narrative and/or reliability of the ancient evidence Addresses the question	6
Constructs an argument/discussion that shows some analysis of the modern interpretations of the ancient evidence and includes features of the historical narrative and/or reliability of the ancient evidence Addresses the question	5
Presents relevant points/information in relation to the modern interpretations of the ancient evidence and some features of the historical narrative and/or reliability of the ancient evidence Presents the response/discussion within a logical structure Addresses most aspects of the question	4
Presents some points/information in relation to the modern interpretations of the ancient evidence and/or some features of the historical narrative Attempts to address the question	3
Makes generalisations and a few relevant statements in relation to the modern interpretations of the ancient evidence and/or historical narrative and/or the question	2
Makes general, disjointed statements in relation to the historical narrative or the question	1
<b>Subtotal</b>	<b>/6</b>
<b>Historical terminology/concepts</b>	
Uses appropriate historical terms and concepts to support the answer	2
Uses some historical terms in the answer	1
<b>Subtotal</b>	<b>/2</b>
<b>Use of evidence/sources</b>	
Uses evidence effectively to provide some support for the argument/discussion Makes reference to relevant ancient and/or modern sources with accuracy and detail throughout the response	4
Uses evidence to provide some support for the argument/discussion Makes some reference to relevant ancient and/or modern sources with accuracy in the response	3
Uses some evidence in the response Makes limited reference to this evidence	2
Presents some limited evidence with inaccuracies	1
<b>Subtotal</b>	<b>/4</b>
<b>Total</b>	<b>/12</b>

**Answers may include**

- Modern interpretations of Hatshepsut have differed over time.
- Her reign was controversial, and many historians have looked at evidence, such as the destruction of her monuments and removal of her name, as evidence that she and Tuthmosis III had a poor relationship.
- Earlier historians, such as Steindorff and Steele, Wilson and Gardiner all viewed Hatshepsut in a negative light, as an ambitious usurper who upset Tuthmosis III. Their interpretation of the relationship was that Tuthmosis III was left with a nation struggling after years of female leadership, and this aggravated Tuthmosis III.
- Historians such as Wilson and Gardiner have assumed that due to his lesser role in the co-regency, Tuthmosis III may have resented Hatshepsut. This led to the defacement of Hatshepsut's monuments and her removal from the records.
- However, in recent times, interpretations have changed, and historians such as Tyldesley and Dorman now interpret the relationship in a much more positive light. She is seen as someone who was a strong ruler, and it is believed that Tuthmosis III may have appreciated her ruling whilst he was young and engaging in his military training.

Note: the specific points made in the response will depend on the approach taken.

- (b) Explain why modern historians/archaeologists/scholars have changed their interpretation of the relationship between Hatshepsut and Tuthmosis III. Specifically discuss changing societal attitudes in your response. (13 marks)

Description	Marks
<b>Development of argument/historical narrative</b>	
Constructs a coherent argument/explanation that shows analysis of the modern interpretations and reliability of the ancient evidence Discusses changing societal attitudes and their effect on modern interpretations of the evidence to support the response Addresses the question	7
Constructs an argument/explanation that shows some analysis of the modern interpretations and reliability of the ancient evidence Discusses changing societal attitudes and their effect on modern interpretations of the evidence in the response Addresses the question	6
Constructs an argument/explanation that shows some assessment of the modern interpretations and reliability of the ancient evidence Outlines changing societal attitudes and some of their effects on modern interpretations of the evidence in the response Addresses most aspects of the question	5
Presents relevant points/information in relation to the modern interpretations and reliability of the ancient evidence Describes some changing societal attitudes and some of their effects on modern interpretations Presents the response/discussion within a logical structure Attempts to address the question	4
Presents some points/information in relation to the modern interpretations of the ancient evidence Identifies some of the changing societal attitudes Attempts to address the question	3
Makes generalisations and a few relevant statements in relation to the modern interpretations of the ancient evidence and/or the question	2
Makes general, disjointed statements in relation the question	1
<b>Subtotal</b>	<b>/7</b>

Description	Marks
<b>Historical terminology/concepts</b>	
Uses appropriate historical terms and concepts to support their answer	2
Uses some historical terms in their answer	1
<b>Subtotal</b>	<b>/2</b>
<b>Use of evidence/sources</b>	
Uses evidence effectively to provide some support for the argument/explanation Makes reference to relevant ancient and/or modern sources with accuracy and detail throughout their response	4
Uses evidence to provide some support for the argument/explanation Makes some reference to relevant ancient and/or modern sources with accuracy in their response	3
Uses some evidence in their response Makes limited reference to this evidence	2
Presents some limited evidence with inaccuracies	1
<b>Subtotal</b>	<b>/4</b>
<b>Total</b>	<b>/13</b>
<b>Answers may include</b>	
<ul style="list-style-type: none"> <li>• A key reason for this change in interpretation over time is that societal attitudes towards women have changed.</li> <li>• In the 1960s/1970s, it was more common for there to be a lack of understanding of the role women played in ancient society, with early historians often being European and male, and bringing their context with them, impacting their perspective.</li> <li>• Moving into the 1990s and 2000s, more educated female historians entered the debate, bringing more open opinions regarding the role of women in ancient times.</li> <li>• Furthermore, analysis of sources has improved due to better historical understanding along with modern technology used in the analysis.</li> <li>• Evidence students could bring into their answers includes: <ul style="list-style-type: none"> <li>▪ Tuthmosis' age is better understood now – he would have been about ten when Hatshepsut came to the throne and about 32 years old when Hatshepsut died.</li> <li>▪ In reliefs, both Hatshepsut and Tuthmosis III are shown in full pharaonic regalia.</li> <li>▪ Tuthmosis III is shown in a subordinate role at times.</li> <li>▪ Inscriptions written during Hatshepsut's reign often refer to both of them.</li> <li>▪ Tuthmosis III is shown at Deir el Bahari making offerings to Amun.</li> <li>▪ Both Hatshepsut and Tuthmosis III are shown in the Red Chapel together.</li> </ul> </li> <li>• Within months of Hatshepsut's death, Tuthmosis III launched a military campaign, indicating he was dealing with military matters during the end of her reign – evidence suggests he led campaigns for her during their rule.</li> </ul>	
Note: the specific points made in the response will depend on approach taken.	



## Sample assessment task

### Ancient History (Egypt) – ATAR Year 11

#### Unit 2 – Task 7

<b>Assessment type:</b>	<b>Historical inquiry</b>	
<b>Conditions</b>	<b>Part A: Inquiry</b>	<b>(25 marks)</b>
	Two weeks during class time, including eight hours of the time allocation for Unit 2	
	Students must submit all evidence of the research they have conducted, including a bibliography at the time of the in-class validation	
	<b>Part B: In-class validation – Extended answer</b>	<b>(25 marks)</b>
	To be written in 50 minutes	
	In class under test conditions	
	Students are permitted access to their research notes from Part A during the in-class validation	
<b>Task weighting</b>	10% of the school mark for this pair of units	

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#### **Part A: Historical inquiry** **(25 marks)**

Investigate the usefulness and reliability of new scientific methodologies, and the work of scholars, historians, scientists and archaeologists in improving our understanding of either:

- the health of Tutankhamun
  - the royal lineage of Tutankhamun
  - and/or Tutankhamun’s tomb and its contents.
1. Devise a proposition. (2 marks)
  2. Devise a set of focus questions to test your proposition. (3 marks)
  3. Select and annotate a range of sources:
    - (a) to provide accurate information and appropriate evidence (2 marks)
    - (b) to provide different perspectives represented in the sources (2 marks)
    - (c) including two relevant ancient sources. (2 marks)
  4. The inquiry notes must:
    - (a) use an appropriate note making framework to take notes from the sources (2 marks)
    - (b) support the proposition or present an alternate view (2 marks)
    - (c) address the focus questions (2 marks)
    - (d) cover the key areas of your inquiry (2 marks)
    - (e) contain correct citation of evidence. (2 marks)
  5. Construct a bibliography according to your school’s protocols. (4 marks)

Submit notes, annotated sources and the bibliography at the same time as the in-class validation essay.

## Marking key for Sample Assessment Task 7 – Unit 2

### Part A: Historical inquiry process

(25 marks)

Description	Marks
<b>Proposition</b>	
Devises a clear proposition to be tested	2
Devises a simple proposition to be tested	1
<b>Subtotal</b>	<b>/2</b>
<b>Focus questions</b>	
Devises a set of questions that clearly identifies the key areas of the topic and relates directly to the proposition or a part of it	3
Devises a set of questions that identifies some areas of the topic and link to the proposition or part of it	2
Uses simple questions that may or may not link to the proposition or part of it	1
<b>Subtotal</b>	<b>/3</b>
<b>Selection and annotation of sources</b>	
Selects and annotates a range of sources:	
<ul style="list-style-type: none"> <li>providing accurate information and evidence appropriate to the inquiry</li> </ul>	2
<ul style="list-style-type: none"> <li>providing some information and evidence</li> </ul>	1
<b>Subtotal</b>	<b>/2</b>
Selects and annotates a range of sources:	
<ul style="list-style-type: none"> <li>providing different perspectives represented in the sources</li> </ul>	2
<ul style="list-style-type: none"> <li>providing one alternative perspective represented in the sources</li> </ul>	1
<b>Subtotal</b>	<b>/2</b>
Selects and annotates a range of sources:	
<ul style="list-style-type: none"> <li>including at least two relevant ancient sources</li> </ul>	2
<ul style="list-style-type: none"> <li>including one relevant ancient source</li> </ul>	1
<b>Subtotal</b>	<b>/2</b>
<b>Inquiry notes</b>	
Presents notes in a clear, ordered and succinct fashion, using an appropriate note making framework	2
Presents notes in some order	1
<b>Subtotal</b>	<b>/2</b>
Makes notes that support the proposition or present an alternate view	2
Makes notes that provide some support for the proposition or an alternative view	1
<b>Subtotal</b>	<b>/2</b>
Makes notes that address the focus questions	2
Makes notes that contain some links to the focus questions	1
<b>Subtotal</b>	<b>/2</b>

Description	Marks
Makes notes that are relevant to key areas of the inquiry	2
Makes notes that relate to some areas of the inquiry	1
<b>Subtotal</b>	<b>/2</b>
Evidence is cited correctly in notes	2
Evidence is cited but with inaccuracies	1
<b>Subtotal</b>	<b>/2</b>
Follows correct format according to school protocols	3–4
Follows a simple format, listing sources used	1–2
<b>Subtotal</b>	<b>/4</b>
<b>Total</b>	<b>/25</b>

Sample assessment task  
Ancient History (Egypt) – ATAR Year 11  
Unit 2 – Task 7

<b>Assessment type:</b>	Historical inquiry
<b>Conditions</b>	<b>Part B: Validation – Extended answer</b> Total marks: 25 marks  Time for the task: 50 minutes In class, under test conditions
<b>Task weighting</b>	10% of the school mark for this pair of units

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**Part B: Validation – Extended answer**

**Instructions**

Write a structured response to the question below. You are permitted to refer to your research notes.

**Question 1** **(25 marks)**

Investigate the usefulness and reliability of new scientific methodologies, and the work of scholars, historians, scientists and archaeologists in improving our understanding of one or more of the following:

- the health of Tutankhamun
- the royal lineage of Tutankhamun

and/or

- Tutankhamun's tomb and its contents.

## Marking key for Sample Assessment Task 7 — Unit 2

### Part B: In-class validation – Extended answer

#### Question 1

(25 marks)

Investigate the usefulness and reliability of new scientific methodologies, the work of scholars, historians, scientists and archaeologists in improving our understanding of one or more of the following:

- the health of Tutankhamun
  - the royal lineage of Tutankhamun
- and/or
- Tutankhamun's tomb and its contents.

Description	Mark
<b>Understanding of the role played by scientific methodologies and professionals in improving our understanding of the health of Tutankhamun, the royal lineage of Tutankhamun and/or Tutankhamun's tomb and its contents</b>	
Constructs a relevant, accurate and detailed argument that assesses the reliability and usefulness of new scientific methodologies and the work of professionals in improving our understanding Includes relevant features of the historical narrative and assessment of the reliability of ancient evidence	9
Constructs a relevant, detailed argument that assesses the reliability and usefulness of new scientific methodologies and the work of professionals in improving our understanding Includes relevant features of the historical narrative and some assessment of the reliability of ancient evidence	8
Constructs a relevant argument that shows some assessment of the reliability and usefulness of the new scientific methodologies and the work of professionals in improving our understanding Includes some relevant features of the historical narrative and some assessment of the reliability of ancient evidence	7
Constructs an argument that explains some aspects of the reliability and usefulness of the new scientific methodologies and the work of professionals in improving our understanding Includes some features of the historical narrative and outlines aspects of the reliability of ancient evidence	6
Constructs a simple argument that shows some aspects of the reliability or usefulness of the new scientific methodologies and the work of professionals in improving our understanding Includes some features of the historical narrative and/or outlines aspects of the reliability of ancient evidence	5
Constructs a simple argument containing inaccuracies that shows some aspects of the reliability or usefulness of the new scientific methodologies and the work of professionals in improving our understanding Includes some features of the historical narrative or outlines aspects of the reliability of ancient evidence	4
Presents some points/information in relation to the reliability or usefulness of the new scientific methodologies or the work of professionals in improving our understanding May include some features of the historical narrative	3

Description	Mark
Makes generalisations in relation to the reliability or usefulness of the new scientific methodologies or the work of professionals in improving our understanding	2
Makes general, disjointed statements in relation to the question	1
<b>Subtotal</b>	<b>/9</b>
<b>Historical terminology/concepts</b>	
Uses appropriate historical terms and concepts to support their answer	2
Uses some historical terms in their answer	1
<b>Total</b>	<b>/2</b>
<b>Use of evidence/sources</b>	
Uses evidence effectively to provide support for the argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and detail throughout their response	7
Uses evidence effectively to provide some support for their argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and some detail throughout the response	6
Uses evidence to provide some support for the argument/viewpoint Makes some reference to ancient and/or modern sources in their response	5
Uses evidence in an attempt to provide some support for the argument/viewpoint Makes some reference to ancient or modern sources in their response	4
Presents some evidence Makes an attempt to refer to some of this evidence with inaccuracies	3
Presents some limited evidence with inaccuracies	2
Presents minimal evidence that is often irrelevant or inaccurate	1
<b>Subtotal</b>	<b>/7</b>
<b>Argument/discussion and structure</b>	
Constructs a sustained, logical analytical argument/discussion in relation to the topic/question Presents a proposition that articulates the direction of their response in terms of an argument/viewpoint and summarises the argument at the conclusion of their response Addresses the question	7
Constructs a logical, analytical argument/discussion in relation to the topic/question Presents a proposition that articulates the direction of their response in terms of an argument/viewpoint and summarises the argument at the conclusion of their response Addresses the question	
Constructs a logical argument/discussion in relation to the topic/question Presents a proposition that articulates the direction of their response and provides a summary of points at the conclusion Addresses most aspects of the question	5
Constructs a structured argument/discussion that shows some assessment in relation to the topic/question Presents a proposition that articulates the direction of their response and provides some concluding statements Attempts to answer the question	4
Presents some relevant points/information in relation to topic/question	3

Description	Mark
Presents a simple proposition and a concluding statement, and individual paragraphs have a logical structure	
Makes generalisations and some relevant statements in relation to the question or Presents a statement about the topic and some points/information in relation to the question	2
Makes general, disjointed statements in relation to the topic/question	1
<b>Subtotal</b>	<b>/7</b>
<b>Total</b>	<b>/25</b>

#### Answers may include

##### Tomb of Tutankhamun

- Theodore Davis believed the Valley of the Kings was finished and there was no more to be found; however, Howard Carter found Tutankhamun's tomb (KV62)
- Otto Shardin found (KV63) – the Embalmer's Cache – contents included leftovers of the mummification process, location and finds lead to the belief it may have been from Tutankhamun's mummification and burial process
- Factum Arte – scientific methodologies, such as infrared thermography, high resolution 3D scanning and full scale replica. Discovery of 'ghosts' of two doorways/or discrepancies behind the plaster within the tomb
- Reeves' double burial theory using Factum Arte's results, theorised hidden chambers found behind the walls of Tutankhamun's tomb possibly belonged to Nefertiti. Supported in theory by Hawass
- The Society of Friends of the Royal Tombs of Egypt in Switzerland created the replica of Tutankhamun's tomb for tourists due to damage from visitors
- Getty Conservation Institute – study of materials used in tomb paintings and plaster – methodologies include microbiological investigation, micro spectroscopy, environmental monitoring, geotechnical monitoring, hydrological study
- Evidence of Nefertiti burial items repurposed for Tutankhamun – alabaster stoppers, mini replicas of middle coffin showing Nefertiti's throne name inside, statues, outer coffins with different faces, side straps of mummy and scarab with hidden name Neferneferuaten (Nefertiti) and other evidence
- Golden mask – x-ray diffraction and x-ray fluorescence technology show different batches of gold
- Supports idea that Tutankhamun died much earlier than expected and before Nefertiti – needing burial goods in haste.

##### DNA/lineage

- Mummy cache KV35 (Amenhotep II) – discovered by Victor Loret – used in Dynasty 21 as a mummy cache. Included 'Older Lady – possibly Queen Tiye, 'Younger Woman' – full sister of Akhenaten and Tutankhamun's mother; however, this is still contested
- KV55 (Akhenaten) – discovered by Edward Ayrton in 1907
- From September 2007 to October 2009, royal mummies underwent detailed anthropological, radiological and genetic studies as part of the King Tutankhamun Family Project
- DNA results – genetic fingerprinting allowed the construction of a five generation pedigree of Tutankhamun's immediate lineage
- The KV55 mummy and KV35YL (Younger Lady) were identified as the parents of Tutankhamun
- KV35 (Amenhotep III) was Tutankhamun's grandfather, Older Lady possibly his grandmother
- Possible health considerations around Tutankhamun due to parents being full blood siblings; however, this is contested
- Two female fetuses found mummified within Tutankhamun's tomb (KV62) were DNA tested and CT scanned and found to be the still born daughters of Tutankhamun at different gestational ages (5 months and 7 months)
- Further analysis of DNA found several common malformations throughout the lineage

- No evidence for the common theory that Tutankhamun had Marfan Syndrome but there is evidence of malaria parasite (*Plasmodium falciparum*). DNA discovered along with bone necrosis from infection caused by malaria or fracture, leading to the accepted cause of death theory

#### **Tutankhamun's health**

- Original autopsy performed on Tutankhamun by Carter and Derry in 1925 caused significant damage to the mummy and therefore, raised the possibility of particular malformations and injuries. Some of which have since been debunked
- Possible health issues of Tutankhamun due to parents being full siblings – see DNA/lineage
- X-rays, CT scanning, DNA and genetic testing are contemporary methods that have been used to determine injuries, genetic malformations/inherited conditions and cause/s of death
- Findings of these studies include:
  - Tutankhamun's age at death was estimated at nineteen years, based on physical developments that set upper and lower limits to his age
  - The king had been in general good health and there were no signs of any major infectious disease or malnutrition during his childhood
  - He had large front incisors and the overbite characteristic of the Tuthmosis royal line to which he belonged
  - He also had a pronounced elongated skull, although it was within normal bounds and highly unlikely to have been pathological
  - Possible slightly cleft palate
  - Possible club foot – supported by number of walking sticks found in tomb KV62
- Thigh bone fracture shortly before death – possibly caused by chariot fall. This injury did not heal well and caused Tutankhamun discomfort and need for walking sticks. This is supported by the number of walking sticks found within his tomb KV62
  - Possible gangrene/bone infection of this thigh fracture – leading to weakness and death
  - Malaria parasite (*Plasmodium falciparum*) DNA discovered – leading cause of death
  - Depressed skull fracture as cause of death – led to widespread murder theory.
- Theories of Tutankhamun being a sickly, feeble pharaoh have been debunked through the use of DNA, MRI, x-ray and CT scanning of his mummy and those in the mummy cache of KV35.



## Acknowledgements

### Sample Assessment Task 5 – (Unit 1)

#### Short answer

#### Question 4 Image

Gerbil. (2006). *Akhenaten, Nefertiti and Their Children*. [Photograph of house-shrine in limestone]. Retrieved October, 2023, from [https://commons.wikimedia.org/wiki/File:Akhenaten, Nefertiti and their children.jpg?uselang=en#Licensing](https://commons.wikimedia.org/wiki/File:Akhenaten,_Nefertiti_and_their_children.jpg?uselang=en#Licensing)  
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