



ANCIENT HISTORY

ATAR course examination 2023

Marking key for Egypt

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

New Kingdom Egypt to the death of Horemheb

Question 1

(6 marks)

Identify and explain **two** ways in which the Cult of Amun increased in power during Dynasty 18.

| Description | Marks |
|--|----------|
| For each of the two ways identified (2 x 3 marks) | |
| Identifies and explains a way in which the cult of Amun increased in power during Dynasty 18 | 3 |
| Identifies and describes a way in which the cult of Amun increased in power during Dynasty 18 | 2 |
| Identifies a way in which the cult of Amun increased in power during Dynasty 18 | 1 |
| Total | 6 |
| <p>Answers could include:</p> <p>The cult of Amun developed into the most important/powerful cult in the New Kingdom, leading to growing status and power for his priests and those linked to the cult. There are a variety of ways in which this was evident.</p> <ul style="list-style-type: none"> • Economic wealth: <ul style="list-style-type: none"> ▪ Amun’s priests had great socioeconomic wealth ▪ the cult was exempt from tax ▪ one of the richest and largest establishments in Egypt ▪ Pharaohs would make donations ▪ owned great amounts of land across Egypt ▪ pharaonic building programs were often dedicated to Amun, increasing the number of, and size of temples. • Political: <ul style="list-style-type: none"> ▪ the priests in the cult of Amun had great influence ▪ validated the selection of the Pharaoh through oracles ▪ God’s Wife of Amun position created for Queens/important royal women ▪ facilitated political independence and economic power to office holder. • Religious: <ul style="list-style-type: none"> ▪ ‘divine birth’ myth – direct link between Amun and the pharaoh also increased the political power and status of the cult. <p>Accept other relevant answers.</p> | |

Question 2

(6 marks)

Identify and explain **two** advances in military technology the Egyptians gained from the Hyksos.

| Description | Marks |
|---|----------|
| For each of the two advancements in military technology (2 x 3 marks) | |
| Identifies and explains an advancement in military technology the Egyptians gained from the Hyksos | 3 |
| Identifies and describes an advancement in military technology the Egyptians gained from the Hyksos | 2 |
| Identifies an advancement in military technology the Egyptians gained from the Hyksos | 1 |
| Total | 6 |
| <p>Answers could include:</p> <p>Chariot:</p> <ul style="list-style-type: none"> • new and borrowed from Hyksos • horse drawn chariot. <p>Composite bow:</p> <ul style="list-style-type: none"> • curved bow used to shoot arrows. <p>Bronze swords and daggers – bronze harder and makes tools sharper.</p> <p>New military tactics:</p> <ul style="list-style-type: none"> • use of Nubian 'Medjay' mercenaries • chariot division increased mobility during battle • campaigned beyond their borders to create buffer zones to protect themselves from invasion. <p>Accept other relevant answers.</p> | |

Question 3

(6 marks)

Explain the significance of diplomatic techniques used by Amenhotep III in maintaining the Egyptian empire, using **two** examples.

| Description | Marks |
|--|----------|
| Explanation of the significance | |
| Explains the significance of diplomatic techniques used by Amenhotep III | 4 |
| Describes the significance of diplomatic techniques used by Amenhotep III | 3 |
| Identifies the significance of diplomatic techniques used by Amenhotep III | 2 |
| Makes limited reference to the significance of diplomatic techniques used by Amenhotep III | 1 |
| Subtotal | 4 |
| Examples | |
| Provides two relevant examples | 2 |
| Provides one relevant example | 1 |
| Subtotal | 2 |
| Total | 6 |

Answers could include:

Amenhotep III used a variety of diplomatic techniques to maintain the Egyptian Empire. They were significant in that they enabled the empire to flourish and grow without the use of the military. Amenhotep III's techniques allowed him to rule in a time of relative peace (there was some minor military activity, and he did maintain the warrior pharaoh iconography). This led to the 18th dynasty being at its economic and political peak during Amenhotep III's rule. It was through these techniques Amenhotep III was able to maintain and increase his influence over neighbouring nations. Examples of techniques he used may include:

Marriages:

- married the sisters or daughters of Kings from Babylon, Mittani, Syria, Arzawa
- developed a royal harem, whereby women were given to him either as a sign of submission or used as diplomatic gifts to seal alliances
- Amenhotep III never gave Egyptian girls/daughters to other kings to signify Egypt's superior position over the other nations.

Hostage taking:

- took in the children of other Kings
- raised them within the royal court, teaching them Egyptian ways
- helped to spread Egyptian culture throughout the empire.

Letter writing:

- as shown by the Amarna letters
- wrote letters to the kings of neighbouring states
- referred to themselves as brother kings
- Amenhotep III held a superior role in those relationships, referred to as the 'King of Kings'.

Tribute:

- accepted tribute from rulers of other states as a sign of submission and/or price of protection.

Gift giving:

- gave gold, money or gifts to other rulers
- often left rulers wanting more, not providing all that was requested, to keep them loyal.

Accept other relevant answers.

Question 4

(6 marks)

Explain in detail the impact of the Amarna revolution on temple architecture.

| Description | Marks |
|---|----------|
| Explains in detail the impact of the Amarna revolution on temple architecture | 6 |
| Explains the impact of the Amarna revolution on temple architecture | 5 |
| Describes the impact of the Amarna revolution on temple architecture | 4 |
| Describes some aspects of the impact of the Amarna revolution on temple architecture | 3 |
| Limited description of the impact of the Amarna revolution on temple architecture | 2 |
| Makes minimal reference to the impact of the Amarna revolution on temple architecture | 1 |
| Total | 6 |
| <p>Answers could include:</p> <p>The introduction of sun temples was the main way in which the Amarna revolution had an impact on temple architecture.</p> <ul style="list-style-type: none"> • Sun temples featured: <ul style="list-style-type: none"> ▪ open courts with a great altar as a point of focus ▪ colonnades with roofing around the perimeter ▪ many stone offering tables ▪ storage rooms ▪ colossal statues of Akhenaten ▪ reliefs showing the king's jubilee and the king making offerings/engaging in rituals (all in his new artistic style) ▪ whole temple was oriented towards the rising sun. • Akhenaten probably built four sun temples in Thebes during his reign. • The Great Temple of the Aten found at Akhetaten or 'The house of the Aten' would have been the greatest of the sun temples built. <p>Accept other relevant answers.</p> | |

Question 5

(6 marks)

Outline the content of Horemheb's Edict of Reform and explain its significance.

| Description | Marks |
|--|----------|
| Outlines the content | 2 |
| Describes the content | 1 |
| Subtotal | 2 |
| Explains its significance | 4 |
| Outlines its significance | 3 |
| Identifies its significance | 2 |
| Limited identification of its significance | 1 |
| Subtotal | 4 |
| Total | 6 |
| <p>Answers could include:</p> <ul style="list-style-type: none"> • widespread corruption across high officials and the judiciary • poorer classes were being exploited by tax collectors • soldiers were robbing from peasants • the edict promised to fix the situation • instructed that Horemheb is looking for good people to take jobs from judges/officials • strict guidelines put in place for officials to follow • revision of taxation • monthly banquet for treasury officials • stolen goods taken by soldiers had to be returned • tax remittance for peasants • harsh penalties applied (e.g. mutilation for soldiers/officials who are dishonest) • significance – shows the disarray that Egypt had fallen into during the Amarna period. <p>With this edict and Horemheb's kingship came the end of the Amarna period and a restoration of Egypt to a centralised government with a high level of control.</p> | |
| Accept other relevant answers. | |

Section Two: Source analysis – Unit 4

25% (20 Marks)

Thebes – East and West, New Kingdom Egypt

Question 6

(10 marks)

Evaluate the contribution of Sources 1(a) and 1(b) to our understanding of the importance of Deir el Bahari as an archaeological source for the period of study.

Refer to the Sources 1(a) and 1(b) and to your understanding of the period of study in your answer.

| Description | Marks |
|---|-----------|
| Makes a comprehensive evaluation of the contribution of Source 1(a) and Source 1(b) to our understanding of the value of the Deir el Bahari as important archaeological sources for the period of study. Shows thorough understanding of Sources 1(a) and 1(b) and makes detailed reference to the period of study. | 9–10 |
| Makes an appropriate evaluation of the contribution of Source 1(a) and Source 1(b) to our understanding of the value of the Deir el Bahari as important archaeological sources for the period of study. Shows understanding of Sources 1(a) and 1(b) and makes reference to the period of study. | 7–8 |
| Makes a generalised assessment of the contribution of Source 1(a) and Source 1(b) to our understanding of the value of the Deir el Bahari as important archaeological sources for the period of study. Shows adequate understanding of Sources 1(a) and 1(b) and makes generalised reference to the period of study. | 5–6 |
| Makes a limited assessment of the contribution of Source 1(a) and Source 1(b) to our understanding of the value of the Deir el Bahari as important archaeological sources for the period of study. Shows some understanding of Sources 1(a) and 1(b) and makes limited reference to the period of study. | 3–4 |
| Makes a superficial assessment of the contribution of Source 1(a) and Source 1(b) to our understanding of the value of the Deir el Bahari as important archaeological sources for the period of study. Shows little understanding of Sources 1(a) and 1(b), makes little or no reference to the period of study. May include errors. | 1–2 |
| Total | 10 |
| <p>Answers could include:</p> <p>For Source 1(a) the perspective of the source is that Deir el Bahari is a significant site for understanding New Kingdom Egypt as it is the only royal mortuary temple that is well preserved. For Source 1(b) the Polish expedition to Deir el Bahari has had a long presence at Deir el Bahari, making epigraphic records, conserving and restoring. This source is useful as it shows Hatshepsut's throne name, Maatkare.</p> <ul style="list-style-type: none"> • Combined, the sources show that Deir el Bahari is important as it provides information regarding both mortuary temples and Hatshepsut's reign as Pharaoh • As a well-preserved mortuary temple, and thanks to the work of modern archaeologists and institutions such as the Polish mission, a good understanding of mortuary temples, their layouts, uses and construction can be gained from Dier el Bahari. Deir el Bahari was also know as Djeser Djeseru (holy of holies). It was built so that daily offerings could be made to Hatspehsut after her death, and also to honour other gods, particularly Amun, Hathor, Anubis, Re-Harkhte. The mortuary temple was also intended to be a location that honoured her father • Furthermore, due to the many inscriptions around Dier el Bahari, such as those shown in 1(b), much information about Hatshepsut can be learned. Hatshepsut used the temple for propaganda, it details her divine birth, coronation, expedition to Punt and achievements. The reliefs and statues also show how Hatshepsut portrayed herself in traditional regalia of the Pharaoh including a beard, male body shape, shendyet-kilt, folded head cloth, various royal crowns, with a khepresh and wearing the blue war crown. | |
| Accept other relevant answers. | |

Question 7

(10 marks)

Assess the usefulness of Sources 2(a) and 2(b) in providing an understanding of the excavation of Tutankhamun's tomb.

Refer to Sources 2(a) and 2(b) and to your understanding of the period of study in your answer.

| Description | Marks |
|--|-----------|
| Makes a comprehensive assessment of the usefulness of the source in providing an understanding of the excavation of Tutankhamun's tomb. Shows thorough understanding of Sources 2(a) and 2(b) and makes detailed reference to the period of study. | 9–10 |
| Makes an appropriate assessment of the usefulness of the source in providing an understanding of the excavation of Tutankhamun's tomb. Shows understanding of Sources 2(a) and 2(b) and makes some detailed reference to the period of study. | 7–8 |
| Makes a generalised assessment of some aspects of the usefulness of the source in providing an understanding of the excavation of Tutankhamun's tomb. Shows generalised understanding of the source; Shows limited understanding of Sources 2(a) and 2(b) and makes generalised reference to the period of study. | 5–6 |
| Makes a limited assessment of the usefulness of the source in providing an understanding of the excavation of Tutankhamun's tomb. Shows limited understanding of Sources 2(a) and 2(b) and makes limited reference to the period of study. | 3–4 |
| Makes a superficial assessment of the usefulness of the source in providing an understanding of afterlife beliefs of the excavation of Tutankhamun's tomb. Shows superficial understanding of Sources 2(a) and 2(b) and/or makes minimal reference to the period of study. May include errors. | 1–2 |
| Total | 10 |
| <p>Answers could include:</p> <p>Harry Burton accompanied Howard Carter and his team as they excavated Tutankhamun's tomb. Burton was often right beside the team as they opened new rooms and made discoveries. His photographs document both what was found, and the team's reactions to their discoveries. He also photographed the processes the team went through as they worked to excavate, record and conserve Source 2(b).</p> <ul style="list-style-type: none"> • Source 2(a) shows artefacts in the antechamber of Tutankhamun's tomb. In this photo the artefacts are mostly laid out as they were found, however, cards with reference numbers have been added. This is useful in displaying the careful and detailed approach Carter and his team used when excavating the tomb demonstrated by Source 2(b). Carter and his team attempted to be as organised as they could with the large number of artefacts they found. They numbered, recorded and photographed the artefacts they found. They made up object cards and made detailed notes and drawings. In the antechamber alone they catalogued over 600 items. Over 10 years Carter created thousands of documents in his attempt to catalogue and conserve all the objects in the tomb. • Sources 2(a) and 2(b) demonstrate the difficulties Carter's team faced. Tutankhamun died young, so his burial was rushed. Furthermore, the tomb was robbed twice in antiquity. As such, the items had not been placed in an organised and careful way in antiquity. This led to some artefacts being damaged, or placed in precarious positions. • Carter's career, and/or the nature of excavations in the early 1900s. Carter spent time learning from Flinders Petrie and other notable archaeologists of the time. Carter was adept in the methods of excavation that Flinders Petrie developed, alongside his sequenced dating method. In particular, Flinders Petrie's work 'Methods and Aims in Archaeology' clearly influenced the excavation of Tutankhamun's tomb in several ways. As Sources 2(a) and 2(b) show, Carter followed Petrie's recommendation that cameras should be used in fieldwork and all items should be meticulously catalogued. <p>Accept other relevant answers.</p> | |

Question 8

(10 marks)

Assess the reliability of the portrayal of the Amarna royal family in reliefs and inscriptions, such as those shown in Source 3.

Refer to Source 3 and to your understanding of the period of study in your answer.

| Description | Marks |
|---|-----------|
| Makes a comprehensive assessment of the extent to which the portrayal of the Amarna royal family, such as depicted in Source 3, is reliable. Shows thorough understanding of the source; makes detailed reference to the period of study. | 9–10 |
| Makes an appropriate assessment of the extent to which the portrayal of the Amarna royal family, such as depicted in Source 3, is reliable. Shows understanding of the source, makes some detailed reference to the period of study. | 7–8 |
| Makes a generalised assessment of the extent to which the portrayal of the Amarna royal family, such as depicted in Source 3, is reliable. Shows generalised understanding of the source, makes generalised reference to the period of study. | 5–6 |
| Makes a limited assessment of the extent to which the portrayal of the Amarna royal family, such as depicted in Source 3, is reliable. Shows limited understanding of the source, makes limited reference to the period of study. | 3–4 |
| Makes a superficial assessment of the extent to which the portrayal of the Amarna royal family, such as depicted in Source 3, is reliable. Shows superficial understanding of the source and/or makes minimal reference to the period of study. May include errors. | 1–2 |
| Total | 10 |
| <p>Answers could include:</p> <p>Portrayals of the Amarna royal family in reliefs and inscriptions such as those shown in Source 3 are largely inaccurate.</p> <ul style="list-style-type: none"> • During the Amarna revolution art changed dramatically. This was particularly seen in how both the human figure was shown and how the royal family was shown. Both portrayal and scene composition changed. • Human figure: <ul style="list-style-type: none"> ▪ the figure had a large head, long neck, narrow face and chin, pouting lips, elongated eyes, narrow upper torso. The lower torso had feminine proportions with prominent hips and buttocks, large thighs, a pot belly and no obvious genitals. In proportion to the rest of the body, legs also became shorter ▪ this was a change from the relatively rigid artistic style that existed before. The Egyptians used a grid system for art, that was relatively consistent in the number of squares attributed to different body parts. While the grid system remained in Amarna art, the number of squares attributed to body parts changed ▪ although the exact identities of many New Kingdom-dated mummies is debated, those that are thought to be members of the Amarna royal family have been studied, and it has been found that there is no evidence from the bodies that this artistic style represents the living truth of what the Amarna royal family looked like ▪ a variety of reasons have been proposed as to why this artistic style changed, including that it may have been a religious statement to reflect the Aten's androgynous nature, it may link to the fact that Akhenaten was often linked to the god Hapi early in his reign, and Hapi was also depicted in a similar way, or it may be an exaggeration of Akhenaten and the royal family's physical appearance. | |

Question 8 (continued)

- Composition:
 - the Amarna revolution was the first time families were shown in Egypt in intimate ways
 - the Aten was always shown above Akhenaten and Nefertiti if they were shown together, as a group they were the 'divine triad'
 - they are shown as a warm, loving group engaging in domestic life activities
- the male members of the family are largely ignored; for example, Tutankhamun, Akhenaten's son, is mostly absent from the artwork
- this particular source reflects many of the above points. In it Akhenaten and Nefertiti are both shown in the new artistic style, with protruding lips and bellies, elongated heads, necks, arms and fingers, but short legs (compared to previous grids used in Egyptian artwork). They are also shown in the new composition, the Aten is above them, forming the holy triad. Akhenaten is shown kissing one daughter, and Nefertiti has another on her lap and one on her shoulder. They are touching and embracing each other in warm and loving ways. That the source is a house altar shows that the artistic style was used across the city of Akhetaten, not just in the palace or temples. However, other art from the time period in other parts of Egypt show the artistic style was not particularly widespread, mainly influencing art in Thebes and the new city of Akhetaten.

Accept other relevant answers.

Section Three: Essay

50% (50 Marks)

Part A: Unit 3

25% (25 marks)

New Kingdom Egypt to the death of Horemheb

Marking key for Questions 9–11

| Description | Marks |
|---|-----------|
| Introduction | |
| Defines the focus of the topic/question, defines key terms and provides relevant background information. Provides a proposition that articulates the direction of the essay in terms of line of argument/viewpoint | 3 |
| States the topic/question and provides some relevant background information. Provides a simple proposition indicating direction to be taken in relation to the focus of the essay | 2 |
| States the topic/question and provides limited background information | 1 |
| Subtotal | 3 |
| Understanding of historical narrative/context | |
| Produces a relevant, sophisticated narrative that demonstrates an understanding of the interrelationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence | 7 |
| Produces a relevant, comprehensive narrative that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence | 6 |
| Produces a relevant, coherent narrative that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence | 5 |
| Produces a narrative that identifies some connections across events, people and ideas, and/or continuity and change in the narrative, and/or shows some understanding of the reliability of the ancient evidence in the narrative | 4 |
| Produces a simple narrative which is mainly chronological and makes some reference to events, people and ideas, and/or continuity and change, and/or shows limited understanding of the ancient evidence | 3 |
| Produces a simple narrative which is often incorrect and makes minimal reference to events, people and ideas, and/or continuity and change, and/or demonstrates minimal understanding of the relevant ancient evidence | 2 |
| Makes general/superficial statements about the narrative | 1 |
| Subtotal | 7 |
| Argument | |
| Constructs a sustained, logical and sophisticated argument which shows a depth of analysis in relation to the topic/question | 6 |
| Constructs a coherent, analytical argument in relation to the topic/question | 5 |
| Produces a logically-structured argument that shows some analytical thinking in relation to the topic/question | 4 |
| Provides relevant points/information in relation to the topic/question and indicates direction for argument | 3 |
| Makes generalisations and some relevant statements in relation to the topic/question | 2 |
| Makes superficial, disjointed statements in relation to the topic/question | 1 |
| Subtotal | 6 |
| Use of evidence | |
| Uses relevant sources with accuracy and detail throughout the essay. Cites this evidence at points where it provides support for the argument/viewpoint | 6 |
| Uses relevant sources with accuracy throughout the essay. Cites this evidence at effective points to provide some support for the argument/viewpoint | 5 |
| Uses relevant sources in the essay. Cites this evidence at some appropriate points | 4 |
| Provides some relevant evidence. Cites this evidence but with inaccuracies | 3 |
| Provides some limited evidence with inaccuracies. Makes an attempt to cite some of this evidence | 2 |
| Provides minimal evidence which is often irrelevant or inaccurate | 1 |
| Subtotal | 6 |
| Conclusion | |
| Draws together the argument/viewpoint of the essay, linking evidence presented with the original proposition | 3 |
| Summarises the argument/viewpoint of the essay, making some reference to the topic/question | 2 |
| Makes general/superficial statements about the focus of the essay | 1 |
| Subtotal | 3 |
| Total | 25 |

Question 9

(25 marks)

Identify and discuss the significance of the iconography of the 'warrior pharaoh'.

Answers could include:

A variety of evidence to support an argument about the importance of the concept and iconography of the 'warrior pharaoh' to the Pharaoh, and may make specific reference to a number of different pharaohs (i.e. Tuthmosis III, Amenhotep etc). Following the expulsion of the Hyksos the iconography of the 'warrior pharaoh' became a common and significant depiction of pharaohs in New Kingdom Egypt.

Iconography:

- wears 'Khepresh' – blue crown for battle/military feasts
- alone in chariots, reins around waist, vastly outnumbered, arrows landing perfectly
- scimitar shown along with royal sceptres
- shown with Nubians/Hyksos/Asiatics under feet
- leading soldiers into battle
- returning victorious while riding chariot
- often 'larger than life' holding one or more enemy in one hand, clubbing their brains out with a mace in the other (smiting)
- often shown in guise of sphinx – trampling enemies
- offering spoils of war to Amun
- challenging, killing and taking wild dangerous animals captive
- offering wild animals to gods
- shown engaging in hunts for wild animals
- associated with Montu – winged god of Thebes (God of war)
- described as superhuman in battle
- Horus names make link to war.

Significance:

- shows the people of Egypt that the pharaoh is their protector
- reinforces the Pharaoh as commander-in-chief
- maintainer of Maat
- another way to show the divinity of the Pharaoh – his warrior skills were god-like
- 'warrior pharaoh' skills taught to future Pharaohs early in life (archery, chariot riding, horse riding, etc.)
- many pharaohs did lead battles, and for those who didn't or weren't particularly skilled in war, they still used the iconography as propaganda
- for pharaohs ruling in peace time or not engaged in war, hunt scenes were used to show their skills.

Accept other relevant answers.

Question 10

(25 marks)

Describe and assess the political and religious significance of Theban festivals.

Your answer must refer to the Opet festival and at least one other festival.

Answers could include:

The wider significance of several festivals:

- annual festivals were held to make dedications to particular cults – particularly the cult of Amun
- such festivals reinforced the power of the cult of Amun
- the Pharaoh was involved in these festivals, also using them as an opportunity to display dominance.
- The Opet festival:
 - dedicated to Amun and held annually in Thebes during the second month of inundation
 - statues of Amun, Mut and Khonsu taken from Karnak in a procession to the temple of Luxor (3km)
 - Pharaoh and family would be present
 - accompanied by priests, musicians, singers and crowds
 - surrounded by 10–11 days of festival and celebration
 - festival brought whole of Egypt together
 - it was the only time many commoners would see these statues of the gods
 - once at the temple of Luxor, rites would renew the marriage of Mut and Amun
 - rituals also performed to rejuvenate and transform the Pharaoh
 - displayed the power of both the cult of Amun and the Pharaoh
 - reinforced the deep connection between Amun and the Pharaoh.
- The Valley festival:
 - also known as 'Beautiful Feast/Festival of the Valley'
 - tenth month at full moon, statue of Amun crosses the river with the Pharaoh and High Priest of Amun
 - destination was the cliffs at Deir el-Bahri; however with time, his route extended as he visits the mortuary temples of past pharaohs
 - offerings made to Amun and gifts given to those who participate
 - families would have torch lit procession to Theban necropolis
 - celebrations continue throughout the night before Amun returns to Karnak the next day
 - people honoured both Amun and their ancestors
 - very religious festival, increasing Amun's position as most significant of the gods at this time.
- Other festivals:
 - some candidates may discuss the Sed festival:
 - Heb-Sed festival most important in life of a Pharaoh
 - it was his jubilee – normally held after he has ruled for 30 years. However, some were held at other times (e.g. Amenhotep III had one in years 30, 34 and 37)
 - purpose to rejuvenate the Pharaoh's power and commemorate his accession to the throne by recreating his coronation
 - held on first day of Peret
 - consisted of re-enactment of coronation and other activities to symbolise his ability to look after the people and his right to rule.

Accept other relevant answers.

Question 11

(25 marks)

Evaluate the proposition that the role played by royal women was crucial in the expulsion of the Hyksos.

Answers could include:

It might be argued that women played a major role, or it might be argued that royal men played the dominant role with only some women playing small roles. There is evidence to show some women played an important role in the expulsion of the Hyksos:

- Tetisheri:
 - matriarch of the family and considered by some as the founder of Dynasty 18
 - her descendants were the Pharaohs of Dynasty 18
 - probably wife of Sequenre Tao I and mother of Sequenre Tao II and Ahotep (although this is contestable)
 - limestone stele set up by Ahmose shows Ahmose making offerings to her, represents her importance.

- Queen Ahhotep:
 - Ahhotep was sister/wife of Sequenre Tao II and mother of Ahmose
 - when Kamose died she ruled as regent for Ahmose
 - she may have put down a rebellion and directed an army
 - Ahmose's Karnak stele shows her great respect and indicates she made decisions on behalf of the people
 - the gold pendant with flies she was buried with indicates her importance further, as the fly was a symbol of bravery and soldiers who had shown courage were decorated in this way.

- Ahmose Nefertari:
 - religious role – first Queen to have 'God's wife of Amun' title
 - played a role in developing New Kingdom traditions and 'restoring' Egypt after the expulsion of the Hyksos.

- Royal men involved in expulsion of Hyksos as a comparison to the women:
 - Sequenre Tao I – mummy found with evidence of military death – might have rebelled against the Hyksos
 - Sequenre Tao II – Apophis' story indicates he might have rebelled against Hyksos
 - Kamose began wars against Hyksos – campaigned against Hyksos in north and Nubia in south – died quickly, maybe in battle
 - Ahmose considered first pharaoh of Dynasty 18 as he 'finished' expulsion of Hyksos
 - Amenhotep I consolidated empire and extended borders into Nubia.

Accept other relevant answers.

Part B: Unit 4

25% (25 marks)

Thebes – East and West, New Kingdom Egypt

Marking key for Question 12 only

| Description | Marks |
|--|-----------|
| Introduction | |
| Defines the focus of the topic/question, defines key terms and provides relevant background information. Provides a proposition that articulates the direction of the essay in terms of line of argument/viewpoint | 3 |
| States the topic/question and provides some relevant background information. Provides a simple proposition indicating direction to be taken in relation to the focus of the essay | 2 |
| States the topic/question and provides limited background information | 1 |
| Subtotal | 3 |
| Evaluate changing interpretations of the sources over time and their contributions to an understanding of the period | |
| Produces a comprehensive answer that shows a sophisticated understanding of the changing interpretations of the sources over time and their contributions to an understanding of the period | 7 |
| Produces a comprehensive answer that shows a detailed understanding of the changing interpretations of the sources over time and their contributions to an understanding of the period | 6 |
| Produces an answer that shows some understanding of the work of the changing interpretations of the sources over time and their contributions to an understanding of the period | 5 |
| Produces an answer that makes some relevant reference/s to the contribution of the changing interpretations of the sources over time and/or their contributions to an understanding of the period | 4 |
| Produces a simple answer that shows some awareness of the contribution of the changing interpretations of the sources over time and/or their contributions to an understanding of the period | 3 |
| Produces a limited answer about the contribution of the work of the changing interpretations of the sources over time and/or their contributions to an understanding of the period | 2 |
| Makes general/superficial statements about the contribution of the work of the changing interpretations of the sources over time and/or their contributions to an understanding of the period | 1 |
| Subtotal | 7 |
| Argument | |
| Constructs a sustained, logical and sophisticated argument which shows a depth of analysis in relation to the topic/question | 6 |
| Constructs a coherent, analytical argument in relation to the topic/question | 5 |
| Produces a logically-structured argument that shows some analytical thinking in relation to the topic/question | 4 |
| Provides relevant points/information in relation to the topic/question and indicates direction for argument | 3 |
| Makes generalisations and some relevant statements in relation to the topic/question | 2 |
| Makes superficial, disjointed statements in relation to the topic/question | 1 |
| Subtotal | 6 |
| Use of evidence | |
| Uses relevant sources with accuracy and detail throughout the essay. Cites this evidence at points where it provides support for the argument/viewpoint | 6 |
| Uses relevant sources with accuracy throughout the essay. Cites this evidence at effective points to provide some support for the argument/viewpoint | 5 |
| Uses relevant sources in the essay. Cites this evidence at some appropriate points | 4 |
| Provides some relevant evidence. Cites this evidence but with inaccuracies | 3 |
| Provides some limited evidence with inaccuracies. Makes an attempt to cite some of this evidence | 2 |
| Provides minimal evidence which is often irrelevant or inaccurate | 1 |
| Subtotal | 6 |
| Conclusion | |
| Draws together the argument/viewpoint of the essay, linking evidence presented with the original proposition | 3 |
| Summarises the argument/viewpoint of the essay, making some reference to the topic/question | 2 |
| Makes general/superficial statements about the focus of the essay | 1 |
| Subtotal | 3 |
| Total | 25 |

Question 12

(25 marks)

Evaluate the contribution of new scientific methodologies to our understanding of key archaeological sites for the period of study.

Answers could include:

There are a variety of new scientific methodologies that have improved our understanding of key archaeological sites. Archaeologists work with teams of specialists and experts, including geologists, engineers, hydrologists, cartographers, etc.

- improved geographical surveying techniques: more detailed topographical maps, understanding of watersheds, hydrological maps, etc. assist archaeologists in both locating possible sites for new digs, alongside how to best care for existing sites. For example, such techniques allow archaeologists to identify the types of rock tombs may be in, giving them an understanding of the likelihood certain tombs having been impacted by flooding in the past (for example, tombs in the Valley of the Kings that extend beyond limestone are more at risk of flooding, and thus archaeologists can assume that damage in these tombs is likely due to flooding rather than defacing)
- seismic activity and improved weather prediction e.g. rainfall patterns: assist in caring for existing sites, and understanding how weather/seismic activity has impacted sites in the past, leading to destruction/damage
- radiocarbon dating: Allows archaeologists to more accurately date sites and locations where carbon material has been found. Prior to new dating techniques, old techniques, such as sequence dating (as established by Flinders Petrie) were utilised. These allowed archaeologists to place items/sites in order of oldest to newest, or to link items/sites to general time periods. Radiocarbon and other dating techniques (listed below) allow a much more accurate date to be determined. It is expensive, so is not often used by smaller teams
- dendrochronology: Tree rings are used to date the age of trees, and some wooden structures. This style of dating technique is particularly useful when looking at human interactions with the environment and nature around them. For example, carvings or cuttings into trees can be dated. This process is slow and not as commonly used as other dating techniques; however, it has been used to provide information beyond just dating in Egypt. It provides information, such as the type of woods used and the age of trees used. These can provide information on trade and the flora of Egypt at the time
- thermoluminescence: Thermoluminescence dating allows materials to be dated to when they were heated or exposed to sunlight. It is particularly used in Egypt for understanding when ceramics were fired, and gives a very precise date. It has also been used to date when structures and monuments were built. It is particularly useful to date when additions were made to structures, as it allows archaeologists to identify accurately the order in which complexes were made
- Proton Magnetometer: Uses the Earth's magnetic field to identify changes in materials below the surface. Proton Magnetometers have been used in Egypt by teams, such as the Amarna Project to determine the location of graves, ovens, pottery, the foundations of buildings, etc.
- aerial surveys and satellite imagery: Early Egyptologists used hot air balloons to look at ancient sites from the air. This has improved over time, with the use of planes and now drones. New cameras and technological advancements have improved the types of surveys that can be done, including satellite imagery. These allow detailed maps to be developed. Floor plans and precise location of existing sites can be created. New sites can be located. The Theban Mapping Project has used aerial surveys extensively
- thermal imaging/infrared imaging: detects heat in walls. It can be used to make assumptions about what is behind a wall, the make up/material of walls, etc. An example candidates may discuss is Reeves' theory regarding Tutankhamun's tomb having an extra room. This was based not just on an analysis of the tomb's layout and design, but on infrared imaging that indicated door shapes on the walls of Tutankhamun's burial chamber

- radar surveys: used to look for cavities underground. Radar surveys have been used to locate tombs. They were central in the refuting of Reeves' theory around Tutankhamun's tomb, where three sets of radar scans were performed, with only one providing some evidence of a cavity, while others found no evidence.

Accept other relevant answers.

Marking key for Question 13 only

| Description | Marks |
|--|-----------|
| Introduction | |
| Defines the focus of the topic/question, defines key terms and provides relevant background information. Provides a proposition that articulates the direction of the essay in terms of line of argument/viewpoint | 3 |
| States the topic/question and provides some relevant background information. Provides a simple proposition indicating direction to be taken in relation to the focus of the essay | 2 |
| States the topic/question and provides limited background information | 1 |
| Subtotal | 3 |
| Evaluate the nature and range of sources for the period and identify key issues related to the investigation of the sources | |
| Produces a comprehensive answer that shows a sophisticated understanding of the nature and range of sources for the period and identifies key issues related to the investigation of the sources | 7 |
| Produces a comprehensive answer that shows a detailed understanding of the nature and range of sources for the period and identifies key issues related to the investigation of the sources | 6 |
| Produces an answer that shows some understanding of the nature and range of sources for the period and identifies key issues related to the investigation of the sources | 5 |
| Produces an answer that makes some relevant reference/s to the contribution of the nature and range of sources for the period and identifies key issues related to the investigation of the sources | 4 |
| Produces a simple answer that shows some awareness of the contribution of the nature and range of sources for the period and identifies key issues related to the investigation of the sources | 3 |
| Produces a limited answer about the contribution of the work of the nature and range of sources for the period and identifies key issues related to the investigation of the sources | 2 |
| Makes general/superficial statements about the contribution of the nature and range of sources for the period and identifies key issues related to the investigation of the sources | 1 |
| Subtotal | 7 |
| Argument | |
| Constructs a sustained, logical and sophisticated argument which shows a depth of analysis in relation to the topic/question | 6 |
| Constructs a coherent, analytical argument in relation to the topic/question | 5 |
| Produces a logically-structured argument that shows some analytical thinking in relation to the topic/question | 4 |
| Provides relevant points/information in relation to the topic/question and indicates direction for argument | 3 |
| Makes generalisations and some relevant statements in relation to the topic/question | 2 |
| Makes superficial, disjointed statements in relation to the topic/question | 1 |
| Subtotal | 6 |
| Use of evidence | |
| Uses relevant sources with accuracy and detail throughout the essay. Cites this evidence at points where it provides support for the argument/viewpoint | 6 |
| Uses relevant sources with accuracy throughout the essay. Cites this evidence at effective points to provide some support for the argument/viewpoint | 5 |
| Uses relevant sources in the essay. Cites this evidence at some appropriate points | 4 |
| Provides some relevant evidence. Cites this evidence but with inaccuracies | 3 |
| Provides some limited evidence with inaccuracies. Makes an attempt to cite some of this evidence | 2 |
| Provides minimal evidence which is often irrelevant or inaccurate | 1 |
| Subtotal | 6 |
| Conclusion | |
| Draws together the argument/viewpoint of the essay, linking evidence presented with the original proposition | 3 |
| Summarises the argument/viewpoint of the essay, making some reference to the topic/question | 2 |
| Makes general/superficial statements about the focus of the essay | 1 |
| Subtotal | 3 |
| Total | 25 |

Question 13

(25 marks)

Assess the impact that the desecration of tombs and temples has had on our understanding of the period of study.

Answers could include:

A variety of forms of desecration of tombs and temples have occurred over the ages. All impact our understanding of the period of study in a variety of ways.

Tomb robbers:

- occurred in Egypt since predynastic times and was a significant problem during New Kingdom
- archaeological evidence includes evidence from the tombs that were robbed (e.g. the state Tutankhamun's tomb was found in that included broken and missing items, and even the fingerprint of a tomb robber on jar of eyeliner), and from the 'tomb robber papyri' – a set of judicial documents regarding robberies during the reigns of Ramesses IX and Ramesses XI
- evidence suggests many robbers were those who worked to build the tombs, as they had knowledge of where tombs were and how to get into them
- many tombs were robbed more than once, leaving very few artefacts for modern archaeologists to retrieve
- some would even strip the mummies, causing their wrappings to become damaged, impacting the preservation of bodies
- impacted our understanding of typical burial goods. There is evidence that ancient tomb robbers plundered raw materials first, e.g. wood, ivory, papyri, cosmetics. Very limited wood is found in burials, and while some argue this is due to disintegration, it is likely wood was sought after by ancient thieves.

Active desecration such as the desecration of Hatshepsut's and Akhenaten's monuments:

- Pharaohs changing names on monuments to claim them as their own, or pulling down monuments to reuse them was not new. However, there appear to have been active attacks on both the tombs of Hatshepsut and Akhenaten soon after their deaths
- Hatshepsut – Hatshepsut's name and images of her were removed/cut out from many of her monuments. Some monuments were pulled down, or kept; however, her name was removed and successors such as Thutmose III claimed these as their own. Some statues were destroyed at Deir el Bahri. When and why is still debated, Thutmose III is often accused, and it is likely the desecration did occur during his rule. However, there is evidence it continued through to the rule of Akhenaten
- Akhenaten – evidence that Horemheb, and then others, attacked the Aten cult and Akhenaten. Temples were dismantled, tombs plundered, and references to the Aten and Akhenaten removed from monuments. Much of what he built was lost; however, talatats used as infill have been found to give some insight into his buildings.

'Damnatio' desecration:

- some early Christians, particularly early Coptic Christians in Egypt, graffitied tombs
- they would sometimes camp or live in tombs, lighting fires that caused damage
- there is evidence some actively removed references to Egyptian gods
- this particularly happened in smaller tombs, with less destruction of royal tombs, further impacting on our ability to understand tombs and lives beyond the royal family.

Modern threats:

- Other modern damage caused to tombs. This could include the removal of artefacts by early explorers, the use of 'squeezes' by early explorers, such as Belzoni to make mouldings which damaged reliefs and paintings, the impact tourists have on these sites (e.g. Mould from exhalation, touch, etc.).

Accept other relevant answers.

Marking Key for Question 14 only

| Description | Marks |
|--|-----------|
| Introduction | |
| Defines the focus of the topic/question, defines key terms and provides relevant background information. Provides a proposition that articulates the direction of the essay in terms of line of argument/viewpoint | 3 |
| States the topic/question and provides some relevant background information. Provides a simple proposition indicating direction to be taken in relation to the focus of the essay | 2 |
| States the topic/question and provides limited background information | 1 |
| Subtotal | 3 |
| Evaluate the contribution of the work of individuals/archaeologists to our understanding of the period of study. | |
| Produces a comprehensive answer that shows a sophisticated understanding of the contribution of the work of the individuals to our understanding of the period of study | 7 |
| Produces a comprehensive answer that shows a detailed understanding of the contribution of the work of the individuals to our understanding of the period of study | 6 |
| Produces an answer that shows some understanding of the work of the individuals to our understanding of the period of study | 5 |
| Produces an answer that makes some relevant reference/s to the contribution of the work of the individuals to our understanding of the period of study | 4 |
| Produces a simple answer that shows some awareness of the contribution of the work of the individuals to our understanding of the period of study | 3 |
| Produces a limited answer about the contribution of the work of the individuals to our understanding of the period of study | 2 |
| Makes general/superficial statements about the contribution of the work of the individuals to our understanding of the period of study | 1 |
| Subtotal | 7 |
| Argument | |
| Constructs a sustained, logical and sophisticated argument which shows a depth of analysis in relation to the topic/question | 6 |
| Constructs a coherent, analytical argument in relation to the topic/question | 5 |
| Produces a logically-structured argument that shows some analytical thinking in relation to the topic/question | 4 |
| Provides relevant points/information in relation to the topic/question and indicates direction for argument | 3 |
| Makes generalisations and some relevant statements in relation to the topic/question | 2 |
| Makes superficial, disjointed statements in relation to the topic/question | 1 |
| Subtotal | 6 |
| Use of evidence | |
| Uses relevant sources with accuracy and detail throughout the essay. Refers to this evidence at points where it provides support for the argument/viewpoint | 6 |
| Uses relevant sources with accuracy throughout the essay. Refers to this evidence at effective points to provide some support for the argument/viewpoint | 5 |
| Uses relevant sources in the essay. Refers to this evidence at some appropriate points | 4 |
| Provides some relevant evidence. Refers to this evidence but with inaccuracies | 3 |
| Provides some limited evidence with inaccuracies. Makes an attempt to refer to some of this evidence | 2 |
| Provides minimal evidence which is often irrelevant or inaccurate | 1 |
| Subtotal | 6 |
| Conclusion | |
| Draws together the argument/viewpoint of the essay, linking evidence presented with the original proposition | 3 |
| Summarises the argument/viewpoint of the essay, making some reference to the topic/question | 2 |
| Makes general/superficial statements about the focus of the essay | 1 |
| Subtotal | 3 |
| Total | 25 |

Question 14

(25 marks)

Assess the effectiveness of **one** of the following organisations in their attempts to protect and conserve Theban sites.

Choose from either the Epigraphic Survey of the Oriental Institute of Chicago **or** the Theban Mapping Project.

Answers could include:

Effective answers will demonstrate detailed and specific knowledge of the chosen organisation.

The Epigraphic Survey of the Oriental Institute of Chicago:

- established 1924
- part of the University of Chicago
- produced photos and line drawings of reliefs and inscriptions in significant temples and tombs
- expanded over time to include conservation, restoration and site management
- influenced how to do epigraphy
- use new technology e.g. Move from tracing paper and hand-drawing using photos to now using iPads – take a photo then draw over it onto screen – use adobe illustrator and similar programs
- they are known for providing lots of detail
- their epigraphy makes note of damage and the process of epigraphy allows for less damage of images (tracing on walls can damage)
- involved in the documentation of wall scenes at many significant sites for the period including Deir el Bahari, Luxor, Medinet Habu, and in tombs
- work with universities and museums to make epigraphic recordings of artefacts
- epigraphic recordings and technology can help with the creation of 3D models and reconstructions of sites (e.g. currently working on 3D reconstruction of parts of Medinet Habu), are thus contributing to the sharing of knowledge of Egyptian sites, developing greater understanding of what these sites would have looked like in ancient times, creating recordings so that if these sites are damaged in the future the information they provide is not lost, and are sharing their knowledge of new technology and practices with other experts in the field
- document their epigraphy online for all to see, along with producing studies and reports on the best practice/new technology for epigraphic recording
- two famous (very early) members: Norman and Nina de Garis Davies – husband and wife team who documented non-royal tombs, e.g. TT55 Ramose and TT100 Rekhmire – did line drawings and copies of walls. They were linked to many universities and organisations, e.g. Oriental institute, Egypt exploration society, University of Chicago, etc.
- Thus many of these teams and institutions have connections and still work together and share knowledge today.

Theban Mapping Project

- established by Kent Weeks in 1978
- produce archaeological database of Thebes
- goal to map not just the Valley of Kings, but the whole of west bank, using most up-to-date mapping techniques. Map the area, using aerial photographs, satellite images, etc.
- as part of this mapping project they rediscovered KV 5 and were then involved in the clearing and recording of KV 5 ('sons of Ramesses II) – used ground-penetrating radar and sonar to relocate tomb (found by earlier explorers, then lost). The tomb is one of the largest ever found with 95 chambers, and was the burial of the sons of Ramesses II. He was known to have over 50 sons; however, exactly which sons were buried there, or intended to be buried there, is debated
- famously they introduced the hot air balloon to Egypt to take aerial photos (now an important part of Egypt's tourism industry)

Question 14 (continued)

- over time their work has expanded – they have worked to photograph inside the tombs, to create historical records of tombs inside and out. Have also used improved technology, such as laser recording to measure and create 3D models of tombs
- they created an online database that shares all the information they have attained from their surveys and record collection. The database is continually updated
- have also published an Atlas and many articles summarising their findings
- also developed signs used in the Valley of the Kings for tourists and visitors, showing plans of tombs, alongside other information.

Accept other relevant answers.

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