



## **SAMPLE ASSESSMENT TASKS**

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**ANCIENT HISTORY**

**GENERAL YEAR 11**

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## Sample assessment task

### Ancient History – General Year 11

#### Task 4 – Unit 1

<b>Assessment type</b>	Historical inquiry
<b>Conditions</b>	Total marks: 45 marks Period allowed for completion of the task: 4 weeks of directed classwork and homework 5 to 10-minute presentation in class
<b>Task weighting</b>	10% of the school mark for this pair of units

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

Select an ancient civilisation or culture from the list in the syllabus for Unit 1 and investigate the:

- key social structures
  - key political and legal structures
  - key military structures
  - key economic activities
  - key values, beliefs and traditions
  - key cultural features, such as, art, music and architecture.
1. In collaboration with the teacher, devise a set of focus questions to guide your inquiry. (3 marks)
  2. Select a range of sources which provide different perspectives on the selected ancient civilisation. (6 marks)
  3. Inquiry Notes:
    - Use an appropriate note-making framework to take notes from the sources. Headings may be used. (2 marks)
    - Address the focus questions. (2 marks)
    - Ensure your inquiry notes cover all aspects of your inquiry, including:
      - social structures
      - political and legal structures
      - military structures
      - economic activities
      - values, beliefs and traditions
      - cultural features, such as art, music and architecture. (6 marks)
  4. Draft some conclusions about life in the selected ancient civilisation for people with varying degrees of wealth and power, which will be included in the class presentation. (4 marks)
  5. Construct a bibliography following the school protocols. (2 marks)

The research notes and the bibliography are to be submitted at the same time as you present your findings.

**Part B: Class presentation****(20 marks)**

Develop a 5 to 10-minute oral presentation that outlines your findings about the chosen topic to the class. The presentation can include a PowerPoint presentation, a museum display and/or handouts for the class.

The presentation needs to:

- provide clear and accurate information
- identify key aspects of the social, political, legal, military, economic, religious and cultural structures and features of the civilisation
- include a range of evidence from the sources
- be delivered in a clear and organised way, using historical terminology and appropriate language (15 marks)
- include your conclusions regarding the different lifestyles of people in the ancient civilisation or culture, as determined by their individual wealth and power. (5 marks)

## Marking key for sample assessment Task 4 – Unit 1

### Part A: Historical inquiry process

(5%)

Description	Marks
<b>Focus questions</b>	
Devises a set of questions which clearly identifies the key areas of the inquiry	3
Devises a set of simple questions which identifies a few areas of the inquiry	2
Lists a few simple questions which may or may not identify key areas of the inquiry	1
<b>Subtotal</b>	<b>/3</b>
<b>Selection of sources</b>	
Selects a range of relevant sources that provide clear and accurate information and evidence about life in the ancient civilisation or culture. Selects sources that show a variety of perspectives	5–6
Selects a few sources that provide some information and evidence about life in the ancient civilisation or culture. Selects sources that show some differences in perspectives	3–4
Uses one source that provides limited information about life in the ancient civilisation or culture	1–2
<b>Subtotal</b>	<b>/6</b>
<b>Inquiry notes</b>	
<b>Note-making framework</b>	
Presents notes clearly, using an appropriate note-making framework. Headings may be used	2
Presents notes in some order	1
<b>Subtotal</b>	<b>/2</b>
<b>Focus questions addressed</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>
<b>Coverage of inquiry notes</b>	
Makes notes that are comprehensive and relevant to the key areas of the inquiry, including: <ul style="list-style-type: none"> <li>• social structures</li> <li>• political and legal structures</li> <li>• military structures</li> <li>• economic activities</li> <li>• values, beliefs and traditions</li> <li>• cultural features, such as art, music and architecture</li> </ul>	5–6
Makes notes that relate to some areas of the inquiry	3–4
Makes notes that relate to one area of the inquiry	1–2
<b>Subtotal</b>	<b>/6</b>

Description	Marks
<b>Drafting conclusions</b>	
Drafts conclusions based on inquiry findings about the different lifestyles of people in the ancient civilisation or culture, as determined by their individual wealth and power Uses examples and evidence to support the conclusions	3–4
States some differences in lifestyles of people in the ancient civilisation or culture Uses limited examples which may support the conclusions	1–2
<b>Subtotal</b>	<b>/4</b>
<b>Bibliography</b>	
Follows correct format according to the school protocols	2
Lists sources used	1
<b>Subtotal</b>	<b>/2</b>
<b>Total</b>	<b>/25</b>

**Part B: Class presentation****(5%)**

Description	Marks
<b>Presentation of research</b>	
Presents clear and accurate information about life in the selected ancient civilisation or culture Identifies key aspects of the social, political, legal, military, economic, religious and cultural structures and features of the civilisation	7–8
Presents clear information about life in the selected ancient civilisation or culture Identifies some aspects of the social, political, legal, military, economic, religious and/or cultural structures and features of the civilisation	5–6
Presents some information about life in the selected ancient civilisation or culture Identifies a few aspects of the social, political, legal, military, economic, religious and/or cultural structures and features of the civilisation	3–4
Presents limited information about life in the selected ancient civilisation or culture <b>or</b> Identifies an aspect of the social, political, legal, military, economic, religious or cultural structures or features of the civilisation	1–2
<b>Subtotal</b>	<b>/8</b>
Refers to a range of evidence from the sources	3
Refers to several pieces of evidence from the sources	2
Refers to minimal evidence from the sources	1
<b>Subtotal</b>	<b>/3</b>
Expresses information clearly and in an organised way Uses historical terminology and appropriate language	3–4
Expresses information briefly and in a way that may be difficult to follow Uses little to no historical terminology and simple language	1–2
<b>Subtotal</b>	<b>/4</b>
<b>Presentation of conclusions</b>	
Presents justified conclusions regarding the different lifestyles of people in the ancient civilisation or culture, as determined by their individual wealth and power Provides detailed examples and evidence to support the conclusions	4–5
Presents some conclusions regarding the different lifestyles of people in the ancient civilisation or culture, as determined by their individual wealth and power Provides some examples and evidence that may support the conclusions	2–3
States the difference in lifestyles of people in the ancient civilisation or culture, as determined by their individual wealth or power <b>or</b> Provides an example that may or may not support the conclusions	1
<b>Subtotal</b>	<b>/5</b>
<b>Total</b>	<b>/20</b>

## Sample assessment task

### Ancient History – General Year 11

#### Task 8 – Unit 2

<b>Assessment type</b>	Explanation
<b>Conditions</b>	Time for the task: 45 minutes under standard test conditions Question and guidelines issued prior to assessment In-class essay response – one A4 page of dot-point notes can be used when writing the essay
<b>Task weighting</b>	15% of the school mark for this pair of units

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#### Discuss whether Alexander the Great deserved his title. (25 marks)

To answer this question, identify and describe:

- Alexander's achievements
- the positive aspects of Alexander's career and his legacy
- the negative aspects of Alexander's career.

You will also need to draw a conclusion about whether Alexander did deserve his title of 'Great', and to provide a summary of the evidence to support your conclusion.

The task will be marked as follows:

- |   |           |
|---|-----------|
| (a) introduction (including a simple proposition)           | (3 marks) |
| (b) identify and describe:                                  |           |
| (i) Alexander's achievements                                | (6 marks) |
| (ii) the positive aspects of Alexander's career and legacy  | (6 marks) |
| (iii) the negative aspects of Alexander's career and legacy | (6 marks) |
| (c) conclusion.   | (4 marks) |



## Marking key for sample assessment Task 8 – Unit 2

Description	Marks
<b>Introductory paragraph</b>	
Provides a clear sense of the direction of the essay, including a simple proposition Relates clearly to the area/topic of the question	3
Provides a few sentences outlining the theme of the essay; may include a simple proposition	2
Provides a general indication that the topic is understood Provides a sentence or two outlining the 'who' or 'what' that is to be discussed in the essay	1
<b>Subtotal</b>	<b>/3</b>
<b>Identification and description of Alexander's achievements</b>	
Clearly identifies Alexander's key achievements Uses examples to support the answer	5–6
Identifies Alexander's key achievements Uses limited examples in an attempt to support the answer	3–4
Lists one or two of Alexander's key achievements Provides minimal or no examples	1–2
<b>Subtotal</b>	<b>/6</b>
<b>Identification and description of the positive aspects of Alexander's career and legacy</b>	
Clearly identifies and describes in detail positive aspects of Alexander's career and legacy	5–6
Identifies and describes some of the positive aspects of Alexander's career and legacy	3–4
States a positive aspect of Alexander's career and/or legacy	1–2
<b>Subtotal</b>	<b>/6</b>
<b>Identification and description of the negative aspects of Alexander's career and legacy</b>	
Clearly identifies and describes in detail negative aspects of Alexander's career and legacy	5–6
Identifies and describes some of the negative aspects of Alexander's career and legacy	3–4
States a negative aspect of Alexander's career and/or legacy	1–2
<b>Subtotal</b>	<b>/6</b>
<b>Conclusion</b>	
Draws a conclusion about whether Alexander the Great deserved his title Provides a summary of the evidence to support this conclusion	3–4
Makes statements about whether Alexander the Great deserved his title Uses limited to no evidence to support this conclusion	1–2
<b>Subtotal</b>	<b>/4</b>
<b>Total</b>	<b>/25</b>

## Sample assessment task

### Ancient History – General Year 11

#### Task 6 – Unit 2

<b>Assessment type</b>	Source analysis
<b>Conditions</b>	Total marks: 29 marks  Time for the task: 45 minutes under standard test conditions The task is based on <b>two</b> sources selected by the teacher presenting different representations and interpretations of Hatshepsut during her lifetime and after her death
<b>Task weighting</b>	15% of the school mark for this pair of units

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<b>Question 1</b>	<b>(3 marks)</b>
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(a) Tick **one** box to best describe **Source 1**. Give a reason to support your response. (2 marks)

ancient source ☐

modern source ☐

Reason: \_\_\_\_\_

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(b) Tick **one** box to best describe **Source 1**. (1 mark)

written source ☐

archaeological source ☐

map/diagram ☐

reconstruction ☐

**Question 2****(8 marks)**(a) Outline **four** pieces of information provided by **Source 1**.**(4 marks)**

One: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Two: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Three: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Four: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b) Describe the historical context for **Source 1**. You should consider the following where appropriate:

- relevant event/s
- significant person/people
- key idea/s depicted in the source

**(4 marks)**

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**(4 marks)**

Identify and explain the message/s conveyed by **Source 2**. Provide evidence from the source in your response.

[illegible]

**(6 marks)**

Identify and account for the different representations and interpretations of Hatshepsut presented by **Source 1** and **Source 2**.

Include specific reference in your response to the sources and, where appropriate, include discussion of origin, purpose, motive, place, and/or time.

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[illegible]

### Question 5

**(8 marks)**

Using your own knowledge of your period of study, discuss the contribution of **both** sources to our understanding of Hatshepsut.

[illegible]

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## Marking key for sample assessment Task 6 – Unit 2

### Question 1

(3 marks)

(a) Tick one box to best describe **Source 1**. Give a reason to support your response.

(2 marks)

Description	Marks
<b>Identification</b>	
Identifies the source correctly	1
<b>Subtotal</b>	<b>/1</b>
<b>Reason</b>	
Gives a reason to support the response	1
<b>Subtotal</b>	<b>/1</b>
<b>Total</b>	<b>/2</b>
Note: the specific points made in the responses will depend on the sources selected and what has been taught in the classroom.	

(b) Tick one box to best describe **Source 1**.

(1 mark)

Description	Marks
<b>Identification</b>	
Identifies the source correctly	1
<b>Total</b>	<b>/1</b>

### Question 2

(8 marks)

(a) Outline **four** pieces of information provided by Source 1.

(4 marks)

Description	Marks
Outlines four pieces of information	4
Outlines three pieces of information	3
Outlines two pieces of information	2
Outlines one piece of information	1
<b>Total</b>	<b>/4</b>
Note: the specific points made in the responses will depend on the sources selected.	

(b) Describe the historical context for **Source 1**. You should consider the following where appropriate:

- relevant event/s
- significant person/people
- key idea/s depicted in the source.

(4 marks)

Description	Marks
Describes in detail the historical context of Source 1	4
Provides some specific details about the historical context of Source 1	3
Makes general comments about the historical context of Source 1	2
Makes superficial comment/s about the historical context of Source 1	1
<b>Total</b>	<b>/4</b>
Note: the specific points made in the responses will depend on the sources selected and what has been taught in the classroom.	

### Question 3

(4 marks)

Identify and explain the message/s conveyed by **Source 2**. Provide evidence from the source in your response.

Description	Marks
Accurately identifies and clearly explains the message/s conveyed by Source 2. Provides clear evidence to support the answer	4
Identifies and briefly explains the message/s conveyed by Source 2. Provides limited evidence to support the answer	3
Identifies and describes a message conveyed by Source 2, with little explanation and/or evidence provided	2
Makes superficial comment/s about the message conveyed by the source <b>or</b> Recounts the contents of the source	1
<b>Total</b>	<b>/4</b>
Note: the specific points made in the responses will depend on the sources selected and what has been taught in the classroom.	



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

Identify and account for the different representations and interpretations of Hatshepsut presented by **Source 1** and **Source 2**.

Include specific reference in your response to the sources and, where appropriate, include discussion of origin, purpose, motive, place, and/or time.

Description	Marks
Accurately identifies the representation of Hatshepsut presented in Source 1	1
Accurately identifies the representation of Hatshepsut presented in Source 2	1
<b>Subtotal</b>	<b>/2</b>
<b>Account for the representations of Source 1 and Source 2</b>	
Provides a clear and detailed account for the representations of Source 1 and Source 2. The account includes specific reference to the sources and a discussion of the following factors as appropriate to each source: <ul style="list-style-type: none"> <li>• origin and/or</li> <li>• purpose and/or</li> <li>• motive and/or</li> <li>• place and/or time</li> </ul>	4
Provides a clear and detailed account for the representation of one source. The account includes specific reference to the source and a discussion of the following factors as appropriate to the source: <ul style="list-style-type: none"> <li>• origin and/or</li> <li>• purpose and/or</li> <li>• motive and/or</li> <li>• place and/or time</li> </ul> <b>and</b> Provides a limited account for the representation of the other source. The account includes a limited discussion of some of the following factors as appropriate to the source: <ul style="list-style-type: none"> <li>• origin and/or</li> <li>• purpose and/or</li> <li>• motive and/or</li> <li>• place and/or time</li> </ul>	3
Provides a limited account for the representations of Source 1 and Source 2. The account includes a few statements about the following factors as appropriate to each source: <ul style="list-style-type: none"> <li>• origin and/or</li> <li>• purpose and/or</li> <li>• motive and/or</li> <li>• place and/or time</li> </ul>	2
Makes statements about the representation of <b>one</b> source	1
<b>Subtotal</b>	<b>/4</b>
<b>Total</b>	<b>/6</b>
Note: the specific points made in the responses will depend on the sources selected and what has been taught in the classroom.	

## Question 5

(8 marks)

Using your own knowledge of your period of study, discuss the contribution of **both** sources to our understanding of Hatshepsut.

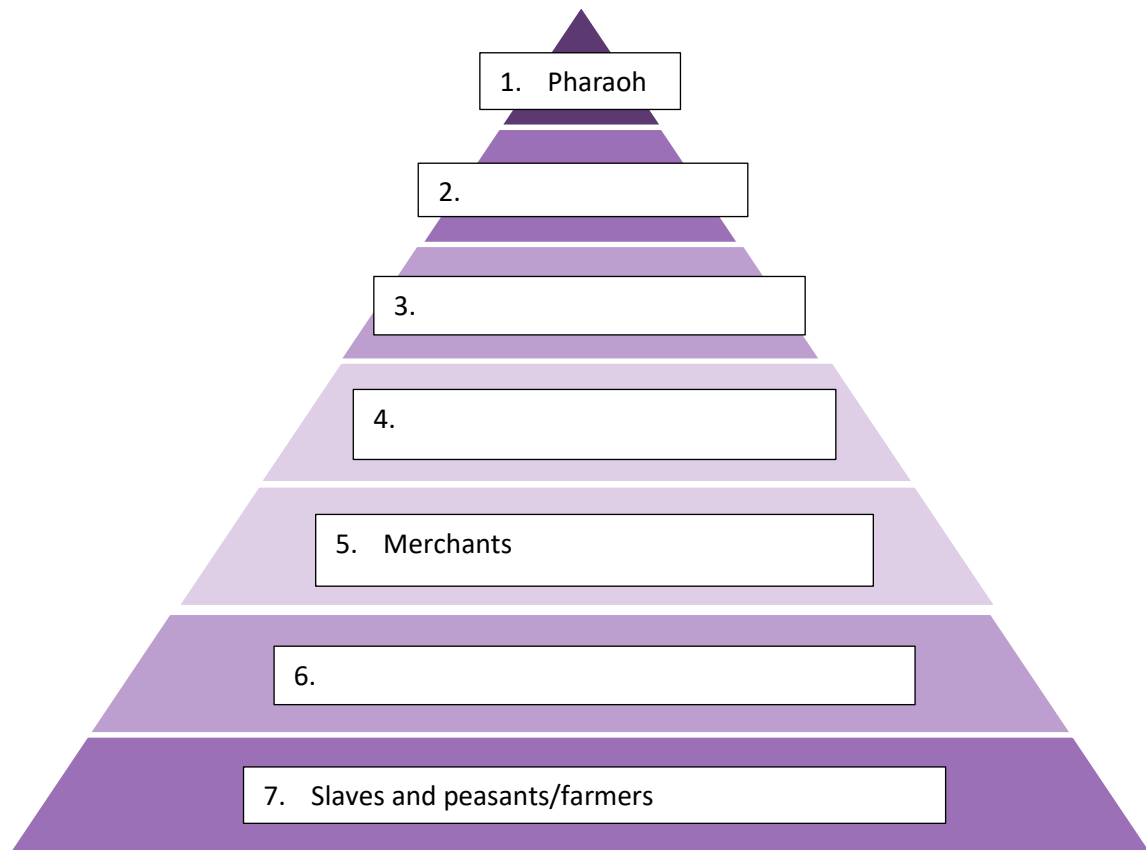
Description	Marks
<b>For each of two sources:</b>	
Discusses the contribution of the source to an understanding of Hatshepsut Draws on own knowledge of the period of study and other sources to discuss the contribution of the source to an understanding of Hatshepsut	4
Explains the contribution of the source to an understanding of Hatshepsut Draws on some knowledge of the period of study and one other source to explain the contribution of the source to an understanding of Hatshepsut	3
Describes the contribution of the source to an understanding of Hatshepsut Attempts to use some knowledge of the period of study to describe the contribution of the source to an understanding of Hatshepsut	2
Makes a general statement/s about the contribution of the source to an understanding of Hatshepsut <b>or</b> Makes general statements about Hatshepsut and/or the period of study	1
<b>Subtotal</b>	<b>/4</b>
<b>Total</b>	<b>/8</b>
Note: the specific points made in the responses will depend on the sources selected and what has been taught in the classroom.	

Sample assessment task  
Ancient History – General Year 11  
Task 5 – Unit 2

Assessment type	Test
Conditions	Total marks: 22 marks In-class assessment Time for the task: 45 minutes under standard test conditions
Task weighting	10% of the school mark for this pair of units

Question 1 (7 marks)

(a) Fill in the diagram with the names of the social classes of New Kingdom Egypt. (4 marks)



- (b) Explain why slaves have been placed on the same level as peasants/farmers in this diagram of the social classes of New Kingdom Egypt. (3 marks)

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**Question 2**

**(3 marks)**

- (a) Name an important god in New Kingdom Egyptian religion. (1 mark)

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- (b) Describe the role/s of this god in New Kingdom Egyptian religion. (2 marks)

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

Outline the key features of one funerary custom in New Kingdom Egyptian society.

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**Question 4****(3 marks)**

Explain the importance of the concept of *maat* to Egyptian society.

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**Question 5****(4 marks)**

Identify and describe **two** key roles of New Kingdom pharaohs.

Role one:

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Role two:

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

(a) Explain how earlier queens, such as Tetisheri and Ahhotep, may have influenced Hatshepsut's career.

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**Question 7****(9 marks)**

Identify and explain **three** methods Hatshepsut used to reinforce her power. Use examples to support your answer.

Method one:

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Method two:

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Method three:

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## Marking key for sample assessment Task 5 – Unit 2

### Question 1

(7 marks)

(a) Fill in the diagram with the names of the social classes of New Kingdom Egypt.

(4 marks)

Description	Marks
Completes the diagram with the correct social classes	1–4
<b>Total</b>	<b>/4</b>
<b>Answers could include, but are not limited to:</b>	
<ol style="list-style-type: none"> <li>1. Government officials: vizier, nobles and priests</li> <li>2. Army/military</li> <li>3. Scribes</li> <li>6. Craftspeople/artisans</li> </ol>	
Accept other relevant answers	

(b) Explain why slaves have been placed on the same level as peasants/farmers in this diagram of the social classes of New Kingdom Egypt.

(3 marks)

Description	Marks
Explains why slaves and peasants/farmers have been placed on the same level in this diagram	3
Provides some explanation for the placement of slaves and peasants/farmers on the same level	2
Makes general statements about slaves and/or peasants/farmers in New Kingdom Egypt	1
<b>Total</b>	<b>/3</b>
<b>Answers could include, but are not limited to:</b>	
<p>The placement of slaves and peasants/farmers on the same level in the diagram of social classes of New Kingdom Egypt can be contested and older diagrams place slaves below peasants. Students may argue that the diagram is in fact wrong and should be rewarded for their explanation and any supporting evidence or examples. But there is newer evidence that slaves and peasants were treated quite similarly (apart from slaves working in the mines).</p> <p>Newer interpretations of the evidence suggest that:</p> <ul style="list-style-type: none"> <li>• slaves and peasants/farmers were mostly treated in a very similar fashion. (However, there were some groups of slaves who were treated differently, such as those working in the mines.)</li> <li>• the majority of slaves and peasants/farmers carried out the same types of work and worked on land owned by the pharaoh or nobility, or worked on the pharaoh's building projects</li> <li>• most peasants/farmers were given housing, food and clothes as payment for their work as were most slaves</li> <li>• some slaves could own land as could some peasants/farmers</li> <li>• some slaves could marry freeborn people</li> <li>• some slaves and some peasants/farmers could employ servants.</li> </ul> <p>Note: one difference is that slaves were captured prisoners of war whereas peasants/farmers comprised eighty percent of the Egyptian population.</p>	
Accept other relevant answers	

**Question 2****(3 marks)**

(a) Name an important god in New Kingdom Egyptian religion.

(1 mark)

Description	Marks
Names an important god in New Kingdom Egyptian religion, e.g. Amun/Amun-Re	1
<b>Total</b>	<b>/1</b>
Note: the specific gods named will depend on what has been taught in the classroom.	

(b) Describe the role/s of this god in New Kingdom Egyptian religion.

(2 marks)

Description	Marks
Describes the role/s of the selected god	2
Makes general statements about the selected god	1
<b>Total</b>	<b>/2</b>
Note: the response will depend on the selected god and what has been taught in the classroom.	

**Question 3****(3 marks)**Outline the key features of **one** funerary custom in New Kingdom Egyptian society.

Description	Marks
Outlines the key features of one funerary custom in New Kingdom Egyptian society	3
Identifies a few features of one funerary custom in New Kingdom Egyptian society	2
Makes a few general statements about funerary customs in New Kingdom Egyptian society	1
<b>Total</b>	<b>/3</b>
Note: the response will depend on the selected funerary custom and what has been taught in the classroom. Funerary customs could include: <ul style="list-style-type: none"> <li>• mummification practices</li> <li>• funerary texts, e.g. <i>Book of the Dead</i>; <i>Opening of the Mouth</i> ceremony</li> <li>• funeral rites.</li> </ul>	

**Question 4****(3 marks)**Explain the importance of the concept of *maat* to Egyptian society.

Description	Marks
Explains the importance of the concept of <i>maat</i>	3
Describes the concept of <i>maat</i>	2
Makes general statements about the concept of <i>maat</i>	1
<b>Total</b>	<b>/3</b>
<b>Answers could include, but are not limited to:</b> <ul style="list-style-type: none"> <li>• <i>Maat</i> is the concept of a divine order that was created at the beginning of time and it includes the idea that the pharaoh is the representative of this divine order on earth.</li> <li>• <i>Maat</i> is important, as without it both the earth and the spiritual world would become disordered and fall to chaos.</li> <li>• <i>Maat</i> is the reason that everyone in Egypt accepted their place in the social order.</li> <li>• Maat was also a goddess who personified truth, justice and cosmic order.</li> </ul>	

## Question 5

(4 marks)

Identify and describe **two** key roles of New Kingdom pharaohs.

Description	Marks
<b>For each key role: (2 x 2 marks)</b>	
Identifies and describes a key role of New Kingdom pharaohs	2
Identifies a role of New Kingdom pharaohs	1
<b>Subtotal</b>	<b>/2</b>
<b>Total</b>	<b>/4</b>
<b>Answers could include, but are not limited to:</b>	
<p>Any two of the following:</p> <ul style="list-style-type: none"> <li>The pharaohs had a religious role – serving as an intermediary between the gods and the Egyptian people; restoring existing temples; building new temples and other public buildings; taking part in religious festivals and rituals.</li> <li>The pharaohs had a military role – serving as protector of Egypt as the warrior-pharaoh and leader of the army.</li> <li>The pharaohs had an economic and social role – maintaining the continuing prosperity of the land; establishing and maintaining <i>maat</i>.</li> <li>The pharaohs had a political role – leading the administration of Egypt with the viziers and others in the bureaucracy.</li> </ul>	

## Question 6

(3 marks)

Explain how earlier queens, such as Tetisheri and Ahhotep, may have influenced Hatshepsut's career.

Description	Marks
Explains how the earlier queens may have influenced Hatshepsut's career	3
Describes how the earlier queens may have influenced Hatshepsut's career	2
Makes a general statement/s about Hatshepsut's career	1
<b>Total</b>	<b>/3</b>
<b>Answers could include, but are not limited to:</b>	
<ul style="list-style-type: none"> <li>Several early New Kingdom queens were very powerful, such as Tetisheri, the mother of Queen Ahhotep. Ahhotep herself may have played an important political role by quelling a rebellion in Upper Egypt and being a regent for her son, Ahmose I, founder of the Eighteenth Dynasty of Egypt.</li> <li>Several Old Kingdom queens also had great power and influence, such as Khentkawes I and Neith, who may have been pharaohs in their own right.</li> <li>These earlier queens may have served as role models for Hatshepsut when she claimed power as pharaoh due to their own positions as pharaohs, regents and leaders of armies.</li> <li>These earlier queens also gained great religious power through their links to the primary god of Thebes, Amun-Re – they were known as 'God's Wife of Amun'. Hatshepsut followed their example by using this divinely powerful link to Amun-Re to support her claim.</li> </ul>	

## Question 7

(9 marks)

Identify and explain **three** methods Hatshepsut used to reinforce her power. Use examples to support your answer.

Description	Marks
<b>For each of three methods: (3 x 3 marks)</b>	
Identifies and explains a method Hatshepsut used to reinforce her power Uses examples to support the answer	3
Identifies and describes a method Hatshepsut used to reinforce her power Provides some examples to support the answer	2
Identifies a method Hatshepsut used to reinforce her power <b>or</b> Makes a general statement/s about Hatshepsut's career/life	1
<b>Subtotal</b>	<b>/3</b>
<b>Total</b>	<b>/9</b>
<b>Answers could include but are not limited to:</b>	
<p>Any three of the following:</p> <ul style="list-style-type: none"> <li>Hatshepsut used her position as the king's daughter to reinforce her power, but she also claimed that she was the daughter of the god Amun-Re and used this religious link to legitimise her claim. There are reliefs of the divine birth on the Birth Colonnade at Deir el-Bahari.</li> <li>Hatshepsut also publicised the claim that her father chose her as his heir and he made her pharaoh. Scenes of this coronation of Hatshepsut by Tuthmose I are on the Middle Colonnade at Deir el-Bahari. The images of Hatshepsut as pharaoh became more masculine, which reinforced or legitimised her power.</li> <li>Hatshepsut conducted an extensive building program and restored much of what was damaged by the Hyksos.</li> <li>The trade mission Hatshepsut sent to Punt was presented as a major accomplishment of her reign as a powerful pharaoh. The best produce from the trip was dedicated to Amun-Re. There are reliefs of this expedition at Deir el-Bahari.</li> <li>Hatshepsut claimed military campaigns as her own and portrayed herself as the traditional warrior-pharaoh; this is represented in reliefs at Deir el-Bahari.</li> <li>Hatshepsut also had important supporters, such as her main adviser Senenmut/Senmut and Amun-Re's priesthood who acted to reinforce her power through their own influence.</li> </ul>	

## Resource list

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