



ANCIENT HISTORY

GENERAL COURSE

Marking key for the Externally set task

Egypt, Dynastic change, Dynasty 17 – 18 and Dynasty 18 – 19

Sample 2016

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Ancient History

Externally set task – marking key

NOTE – When marking a candidate's work:

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

1. Tick **one (1)** of the following in (a) and (b) to best describe Source 1. **(2 marks)**

- a) ancient source
- modern source
-
- b) written source
- archaeological source
- map/diagram
- reconstruction

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

Description	Marks
<p>Accurately identifies and briefly discusses the historical context of Source 1, demonstrating a sound historical knowledge of the period.</p> <ul style="list-style-type: none"> • The answer includes discussion of: <ul style="list-style-type: none"> ▪ relevant event/s and/or ▪ significant person/people and/or ▪ key idea/s. 	4
<p>Identifies and briefly discusses the historical context of Source 1, demonstrating some historical knowledge of the period, but with omissions.</p> <ul style="list-style-type: none"> • The answer includes some discussion of: <ul style="list-style-type: none"> ▪ relevant event/s and/or ▪ significant person/people and/or ▪ key idea/s. 	3
<p>Identifies and provides a simple description of the historical context, demonstrating a limited historical knowledge of the period.</p> <ul style="list-style-type: none"> • The answer includes a limited description of the: <ul style="list-style-type: none"> ▪ relevant event/s and/or ▪ significant person/people and/or ▪ key idea/s. 	2
<ul style="list-style-type: none"> • The answer demonstrates little historical knowledge of <ul style="list-style-type: none"> ▪ the period, with very simple description of one (or two) of the criteria mentioned above, or ▪ the answer is factually inaccurate, or ▪ the answer simply describes the source. 	1
Total	4
Answer could include, but is not limited to:	
<p>Events and People</p> <ul style="list-style-type: none"> • The events leading to this peace treaty include the campaigns of Rameses II beginning in Year 5 against the Hittites to recover territory lost during the Amarna period. These campaigns were depicted as great victories for Rameses II, but they were actually indecisive. By Year 18, negotiations for a treaty were begun and the treaty was eventually finalised in Year 21. <p>People and Ideas</p> <ul style="list-style-type: none"> • The treaty itself was apparently brought to Egypt from the Hittites, engraved on a silver tablet. Its terms outlined a mutual non aggressive pact, which was also defensive; both of these terms are mentioned directly in Source 1. It also promised the extradition of fugitives, and a policy of non-interference in each other's punishment of delinquent subjects. This treaty was also accompanied by letters and gifts between the Kings and their wives, and it led to diplomatic marriages, most notably between the daughter of the Hittite King to Ramses II in Year 34. Rameses II records this marriage as a clear victory in the temples at Karnak. • Rameses' reign represents a time of great prosperity, so he did maintain security and order. However, in regard to foreign policy, he was a more effective negotiator than he was as a warrior, since his campaigns actually achieved little directly. <p>Other points provided by the students should be judged on their merits.</p>	

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

Description	Marks
Accurately identifies and clearly explains the message/s of Source 2. Provides clear evidence to support the answer.	4
Identifies and briefly explains the message/s of Source 2. Provides limited evidence to support the answer.	3
Identifies and describes a message of Source 2, with little explanation and/or evidence provided.	2
The answer reflects little understanding of Source 2, with a simple recount of the contents of the source.	1
Total	4
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • The message of this source is that Rameses II was a true warrior King. He can be seen alone, valiantly attacking the foe, assisted only by the Gods. • The foe is depicted as weak, falling helpless beneath his wrath, crushed under the wheels of his mighty chariot, fleeing fearfully from his fighting prowess. He is clearly smiting them. • Glorious total victory is depicted against the Hittites in this source. • The message is clearly that Ramses was meeting the expectations of the Warrior King. He led from the front, was superhuman, valiant, bold, brave, possessing great wisdom and enormous physical prowess, personally courageous and totally successful in scattering his enemies, never making an error or failing in his endeavours. <p>Other points provided by the students should be judged on their merits.</p>	

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

Description	Marks
Accurately outlines one major change depicted in Source 1 and one major change depicted in Source 2. Clearly explains both changes. Supports answer with evidence from each source.	6
Accurately outlines one major change depicted in Source 1 and one major change depicted in Source 2. Explains both changes. Attempts to support answer with limited evidence from the sources.	5
Accurately outlines one major change depicted in one of the sources. Clearly explains the change. Supports answer with evidence from the source. AND Outlines one major change depicted in the other source. Provides some explanation of the change or limited evidence from the source.	4
Outlines one major change depicted in one of the sources. Provides some explanation of the change and some evidence from the source. AND Outlines one major change depicted in the other source with inaccuracies in the explanation or little supporting evidence for the other source.	3
Identifies one major change depicted in Source 1 and one major change in Source 2 with inaccuracies in the explanation or without evidence from the two sources.	2
Identifies one change depicted in either source with inaccuracies or without evidence.	1
Total	6
Answer could include, but is not limited to:	
<p>Source 1</p> <ul style="list-style-type: none"> The source indicates a change in the relationship between Egypt and the Hittites. A long period of conflict was ended with this peace treaty, which brought greater prosperity to both sides. Students might give a brief narrative of how this peace was achieved, but should be careful not to repeat their answer for Question 3. <p>Source 2</p> <ul style="list-style-type: none"> Ramses II, the Warrior King, represents imperial expansion. This is a change from the Amarna Kings of the previous Dynasty. Akhenaten had had little interest in the military and had lost territory as a result. This led to loss of prestige abroad for Egypt – the Hittites appeared as a threat, there was difficulty controlling Syria and the arrival of the <i>Sea People</i> occupied Ramses I and Seti I. Seti I was successful in securing Egypt's borders, but Ramses II intended to expand Egypt's territory once more. Thus, from Year 5, Ramses had campaigned against the Hittites and elsewhere in order to secure territory lost by his predecessors. Ramses II intended to emulate Thutmose III and fulfill the expectation of the Egyptian people of the Warrior King. His aggression against the Hittites therefore represents a change from the previous Dynasty, and is a return to the more warlike Kings of the past. Students might discuss that, though Ramses II aimed to be a Warrior King like Thutmose III, he didn't achieve this, thus his leadership is a change to the situation of territorial expansion in the earlier dynasty. They might briefly give examples of the contrast in the imperialism of the two leaders. <p>Other points provided by the students should be judged on their merits.</p>	

5. Discuss 'change' in this ancient society.

In developing your response, you should:

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

(9 marks)

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

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

- the development of a professional army with new weapons and strategies; the role of the Pharaoh and military organisation; rations, booty, the fate of captives; the army in peacetime; promotion and reward within the army
- changes to the image of the Pharaoh. The development of the Warrior God-King
- the status and role of women developed during this time. Women became political partners, gained religious roles, and their public profile increased
- changes to religion with the ascendancy of Amun and the influence of his priesthood, and the development of the cult of the King
- building programs: changes to what is built and construction techniques
- there was an increased demand for artisans and craftsmen, which was linked to increased prosperity
- foreign influences brought about many changes in Egypt; for example, in art, architecture, foods, products, gods. Foreign ideas and values also influenced life in Egypt as foreign ships sailed between the Nile, Phoenicia and the Aegean
- changes to government structure and size. After the expulsion of the Hyksos, the government and its administration was restructured.