



ANCIENT HISTORY

ATAR course sample examination

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.

Section One: Short answer

50% (48 Marks)

Part A: Unit 3

25% (24 marks)

Egypt: From Tetisheri to Tuthmosis III

Question 1

(6 marks)

(a) Describe the concept of ma'at.

(2 marks)

Description	Marks
Describes the concept of ma'at	2
Simple identification and/or generalised or incomplete description of the concept of ma'at	1
Total	2
Answers could include: Ma'at was the Egyptian concept of balance and the right order of things, or universal harmony.	

(b) Explain the importance of ma'at to the pharaoh in New Kingdom Egypt.

(4 marks)

Description	Marks
Explains accurately the importance of ma'at to the pharaoh in New Kingdom Egypt	4
Explains the importance of ma'at to the pharaoh in New Kingdom Egypt	3
Describes the importance of ma'at to the pharaoh in New Kingdom Egypt in general terms	2
Simple identification or incomplete description of the importance of ma'at to the pharaoh in New Kingdom Egypt	1
Total	4
Note: candidates may include evidence from specific pharaohs. Answers could include: <ul style="list-style-type: none"> pharaohs were expected to maintain ma'at by protecting the people of Egypt by defending the kingdom, and making the land fertile and resources abundant economic prosperity was a sign of fulfilling a pharaoh's duty in upholding ma'at evidence may include images of the pharaoh defeating Egypt's enemies or the hunt as an example of restoring order over chaos. Accept other relevant answers.	

Question 2

(6 marks)

Explain **two** significant aspects of the position of God's Wife of Amun, with the use of examples from within the period of study.

Description	Marks
For each significant aspect (2 x 3 marks)	
Explains one significant aspect of the position of God's Wife of Amun in detail	3
Describes one significant aspect of the position of God's Wife of Amun	2
Limited description of one aspect of the position of God's Wife of Amun in generalised terms	1
Total	6
Answers could include: <ul style="list-style-type: none"> the title of God's Wife of Amun was a prestigious title granted to some royal females. Religious significance of the position: <ul style="list-style-type: none"> this can be seen in Ahmose-Nefertari's more frequent use of the god's wife title. Economic significance of the position: <ul style="list-style-type: none"> the God's Wife of Amun position came with large estates and the harem of Amun leading to economic power. Political significance of the position: <ul style="list-style-type: none"> a pharaoh whose mother held the title 'God's Wife of Amun' could claim to be directly descended from the god himself made possible by the religious and economic power Hatshepsut exercised as 'God's Wife of Amun'). 	
Accept other relevant answers.	

Question 3

(6 marks)

Identify and explain **two** pieces of evidence indicating that Queen Ahhotep may have been involved in the expulsion of the Hyksos.

Description	Marks
For each piece of evidence (2 x 3 marks)	
Identifies and clearly explains how the piece of evidence may indicate Queen Ahhotep's involvement in the expulsion of the Hyksos	3
Identifies and explains in general terms how the piece of evidence may indicate Queen Ahhotep's involvement in the expulsion of the Hyksos	2
Identifies how the piece of evidence may indicate Queen Ahhotep's involvement in the expulsion of the Hyksos	1
Total	6
Note: answers should link the material evidence to the involvement of Queen Ahhotep. Answers could include: The jewels and weapons found in Queen Ahhotep's tomb such as: <ul style="list-style-type: none"> the pendant of plaited gold thread holding three golden flies being possibly the Gold of Valour award found in Ahhotep's tomb a ceremonial dagger inscribed with King Ahmose's name in the stimulus source Ahmose's ceremonial axe evident in the stimulus source the stela on the 8th Pylon in the Temple of Karnak erected by King Ahmose in honour of his mother, Ahhotep. 	
Accept other relevant answers.	

Question 4**(6 marks)**

Describe **three** examples of military expansion from the tomb biography of Ahmose, son of Ebana, and/or Ahmose Pennekhbet.

Description	Marks
For each example of military expansion from the tomb biography (3 x 2 marks)	
Describes one example of military expansion referring to relevant evidence	2
Describes one example of military expansion in general terms, referring to little or no relevant evidence	1
Total	6
<p>Note: candidates would benefit from identifying the role of the individual they are referring to. Both are linked to the early 18th dynasty. Good answers will provide examples of the military expansion linked to either Ahmose, son of Ebana or Ahmose Pennekhbet. A strong answer will provide specific reference to evidence.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> Ahmose, son of Ebana was soldier, campaigning under Ahmose I in southern Canaan, then put down rebellions in Nubia; he fought the Nubians under Amenhotep I and participated in naval campaigns against the Nubians under Tuthmosis I, this indicates the growing importance of the navy Ahmose Pennekhbet was an official who started his career under Ahmose I – he accompanied Ahmose I to Northern Canaan, Amenhotep I to Nubia, and Tuthmosis I to Naharin. 	

Question 5**(6 marks)**

Outline the organisation of the army in New Kingdom Egypt.

Description	Marks
Outlines accurately and clearly the organisation of the New Kingdom army	6
Outlines mostly accurately the organisation of the New Kingdom army	5
Outlines the organisation of the New Kingdom army to some extent	4
Outlines some aspects of the organisation of the New Kingdom army. May be generalised	3
Identifies and/or describes limited aspects of the organisation of the New Kingdom army	2
Makes minimal identification of the organisation of the New Kingdom army. May include errors	1
Total	6
<p>Answers could include:</p> <ul style="list-style-type: none"> following the occupation of the Hyksos in the so-called Second Intermediate period, Egypt developed a permanent, professional standing army the importance of the pharaoh in terms of leadership of the army and navy senior general advised the pharaoh chain of command military leaders to the scribes, etc the importance of the elite charioteers and foreign mercenaries. <p>Accept other relevant answers.</p>	

Part B: Unit 4

25% (24 marks)

Egypt: From Amenhotep II to Horemheb

Question 6

(6 marks)

Explain the religious significance of the Opet Festival.

Description	Marks
Explains accurately and in detail the religious significance of the Opet Festival	6
Explains in some detail the religious significance of the Opet Festival	5
Describes in some detail the religious significance of the Opet Festival	4
Describes some aspects of the religious significance of the Opet Festival in a generalised way	3
Makes general statements about the religious significance of the Opet Festival	2
Makes a general statement/s about the Opet Festival. May include errors	1
Total	6
<p>Note: candidates should be able to explain the religious significance, perhaps mentioning the wider cultural and political significance (they are interconnected in ancient Egypt) of this important festival.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • though they might describe the events of the festival, the question requires them to consider why the festival is of religious import • the festival held at Thebes reinforced the importance of the Theban priesthood and Amun as chief god • the pharaoh and his officials came from their capitals, Memphis or Pi-Ramesses to Thebes to play a major role in the festival • the pharaoh's connection to the god was reinforced by the private rituals he undertook in the presence of Amun. These rituals renewed the pharaoh. 	
Accept other relevant answers.	

Question 7

(6 marks)

Describe **three** aspects of the lives of non-royal people that are revealed through the written and material evidence at Deir el Medina.

Description	Marks
For each aspect of the lives of non-royal people (3 x 2 marks)	
Describes an aspect of the lives of non-royal people referring to relevant evidence from Deir el Medina	2
Describes an aspect of the lives of non-royal people, referring to little or no relevant evidence from Deir el Medina	1
Total	6
<p>Answers could include:</p> <ul style="list-style-type: none"> • there is a wealth of written and archaeological evidence from the village that relates to the working conditions, legal rights and lifestyle of non-royal men and women, including papyri and ostraca. A strong response will make specific links to the written and material evidence • written records tell us that the work week was ten days, workers spent eight of these living in temporary accommodation at the royal tomb upon which they were working • the scribe of the Tomb issued rations and kept daily work records of attendance and absence. Holidays and special/sick leave could be granted • crime was recorded including robbing royal tombs, which was considered a serious crime. Some of these crimes were heard locally by the village court, but the more serious ones were tried elsewhere, including in the Vizier's office. Some cases were decided by oracle • women carried out the day-to-day life of the village. There is evidence that they were relatively independent, supplementing their 'income' of supplied goods by spinning weaving and dressmaking; were educated to an extent, a vast body of letters to them from their men indicate that they could probably read; looked after property and business interests while the husband was away and probably kept in touch by writing; could own property and will this to whomever they chose; could divorce their husbands and would retain their own property afterward; were responsible for carrying supplies to the workers' camp at the royal tomb • scenes from tombs/ostraca depict a wide range of leisure activities: festivals and family celebrations, parties, feasts, draughts, sketching, reading stories • all of the villagers' basic needs (clothing, food, firewood, water – there was never a well in the village) were supplied by the state as payment, on a monthly basis, laundry was also carried out for the villagers. 	
Accept other relevant answers.	

Question 8

(6 marks)

Explain what can be learned about the nature of religion in the Amarna period from the Hymn to the Aten, using examples to support the explanation.

Description	Marks
Explains accurately what can be learned about the nature of religion in the Amarna period from the Hymn to the Aten, using examples to support the explanation	6
Explains what can be learned about the nature of religion in the Amarna period from the Hymn to the Aten, using examples to support the explanation	5
Describes what can be learned about the nature of religion in the Amarna period from the Hymn to the Aten, using some examples to support the explanation	4
Describes some aspects of what can be learned about the nature of religion in the Amarna period from the Hymn to the Aten. May be generalised and may not include examples	3
Makes general statements about what can be learned about the nature of religion in the Amarna period from the Hymn to the Aten	2
Makes a general statement/s about the Hymn to the Aten. May include errors	1
Total	6
<p>Note: Candidates should recognise that there is no single source that fully explains the nature of the Aten, the god that rose to prominence during the reign of Amenhotep IV (Akhenaten). However, the Hymn to the Aten does provide significant insight into aspects of the god and the nature of Atenist worship and represents the official doctrine of the time. Answers should note that Atenism represented a significant change in beliefs and practices and may note the social and political disruption this change appears to have created. Strong answers will include relevant quotes from the Hymn.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> the Hymn describes the Aten as the creator, effectively re-writing the traditional creation myths it also suggests a universalist god it emphasises the close relationship or association between the pharaoh and the god. The pharaoh is presented as sole divine intercessor – the only one to have received the revelation of the Aten and the only one who can convey it according to the hymn, the god is ever-present and yet remains remote. <p>Accept other relevant answers.</p>	

Question 9**(6 marks)**

Describe **two** examples of Egypt's relations with other foreign powers in the period of study, as evidenced by the Amarna Letters.

Description	Marks
For each example of Egypt's relations with other foreign powers (2 x 3 marks)	
Describes accurately an example of evidence from the Amarna Letters about Egypt's relations with other foreign powers in the latter part of the 18th dynasty	3
Identifies an example of evidence from the Amarna Letters about Egypt's relations with other foreign powers in the latter part of the 18th dynasty	2
Makes a general statement/s about the contents of the Amarna Letters	1
Total	6
Answers could include:	
<ul style="list-style-type: none"> the examples should include evidence from the Amarna letters concerning other foreign powers examples relating to Egypt's relationships with other foreign states, e.g. diplomatic marriages; military campaigns; alliances. 	
Accept other relevant answers.	

Question 10**(6 marks)**

Explain the importance of the iconography of the warrior pharaoh using evidence from the reign of Tutankhamen and/or Horemheb.

Description	Marks
Explains with accuracy and in detail the importance of the iconography of the warrior pharaoh and provides relevant examples from the reign of Tutankhamen and/or Horemheb	6
Explains in some detail the importance of the iconography of the warrior pharaoh and provides relevant examples from the reign of Tutankhamen and/or Horemheb	5
Describes the importance of the iconography of the warrior pharaoh and provides relevant examples from Tutankhamen and/or Horemheb	4
Describes some aspects of the importance of the iconography of the warrior pharaoh. Examples may be generalised	3
Makes limited identification of aspects of the iconography of the warrior pharaoh or examples from the reign of Tutankhamen or Horemheb	2
Makes minimal identification of the iconography of the warrior pharaoh	1
Total	6
Answers could include:	
<ul style="list-style-type: none"> the warrior pharaoh was an important aspect of the role of the pharaoh as it linked to ensuring the safety of Egypt and ensuring the maintenance of the empire. As such, it contributes to ma'at the warrior pharaoh is represented in various iconographical forms from the warrior crown to the depiction of a pharaoh as a sphinx, with many references to smiting the enemy, as well as images of them on military campaigns in chariots candidates must support their explanation of the importance of the iconography of the warrior pharaoh with evidence from the reign of Tutankhamen and/or Horemheb. The source provides examples of the iconography. 	
Accept other relevant answers.	

Section Two: Extended answer

50% (50 Marks)

Part A: Unit 3

25% (25 marks)

Egypt: From Tetisheri to Tuthmosis III

Marking key for Questions 11–13

Description	Marks
Understanding of historical narrative/context	
Constructs a relevant, accurate and detailed historical narrative/context that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence. Addresses the question	9
Constructs a relevant and detailed historical narrative/context that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence. Addresses the question	8
Constructs a relevant, historical narrative/context that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence. Addresses the question	7
Constructs a historical narrative/context that identifies some connections across events, people and ideas, and/or continuity and change, and/or shows some understanding of the reliability of the ancient evidence. Addresses most aspects of the question	6
Constructs a historical narrative/context that is mainly chronological and makes some reference to events, people and ideas, and/or continuity and change, and/or shows some understanding of the ancient evidence. Attempts to address the question	5
Constructs a simple historical narrative/context that is often incorrect and makes limited reference to events, people and ideas and/or continuity and change. Attempts to address the question	4
Presents some points/information in relation to the historical narrative/context and/or the question/topic. Attempts to address the question	3
Makes generalisations in relation to the historical narrative/context or the question/topic	2
Makes general, disjointed statements in relation to the historical narrative/context or the topic/question	1
Subtotal	9
Use of evidence/sources	
Uses evidence effectively to provide support for the argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and detail throughout the response	7
Uses evidence effectively to provide some support for the argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and some detail throughout the response	6
Uses evidence to provide some support for the argument/viewpoint Makes some reference to ancient and/or modern sources in the response	5
Uses evidence in an attempt to provide some support for the argument/viewpoint Makes some reference to ancient or modern sources in the response	4
Presents some evidence. Makes an attempt to refer to some of this evidence with inaccuracies	3
Presents some limited evidence with inaccuracies	2
Presents minimal evidence which is often irrelevant or inaccurate	1
Subtotal	7

Marking key for Questions 11–13 (continued)

Historical terminology/concepts	
Uses appropriate historical terms and concepts to support the answer	2
Uses some historical terms in the answer	1
Subtotal	2
Argument/discussion and structure	
Constructs a sustained, logical analytical argument/discussion in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response	7
Constructs a logical analytical argument/discussion in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response	6
Constructs an analytical argument/discussion in relation to the topic/question Presents a proposition that articulates the direction of the response and provides a summary at the conclusion	5
Constructs a structured argument/discussion that shows some assessment in relation to the topic/question. Presents a proposition that articulates the direction of the response and provides some concluding statements	4
Presents some relevant points/information in relation to topic/question Presents a simple proposition and a concluding statement and individual paragraphs have a logical structure	3
Makes generalisations and some relevant statements in relation to the topic/question Or Presents a statement about the topic and some points/information in relation to the topic/question	2
Makes general, disjointed statements in relation to the topic/question	1
Subtotal	7
Total	25

Question 11

(25 marks)

Outline the political and military circumstances in Egypt during the transition from the 17th dynasty to the 18th dynasty and assess the evidence for royal women holding positions of power at this time.

Answers could include:

- Egypt was divided between the Hyksos invaders in the north and the 17th dynasty Theban princes in the south from Aswan/Elephantine north to Abydos. The Hyksos were allied with the Thebans to the south
- the Hyksos were militarily stronger than the Egyptians, who learned from the Hyksos and adopted their weaponry and strategies. They also managed to employ mercenary troops, the Medjay, from Nubia
- there are various accounts and evidence to show conflict between the Theban princes and the Hyksos
- we know from King Kamose's stele at Thebes that he began a war against the Hyksos in the third year of his reign and that by his own account he met with some success but then he died unexpectedly. He was succeeded by his brother/nephew Ahmose who came to the throne as a child but eventually expelled the Hyksos from Egypt
- Queen Ahhotep was the wife of Seqenenre Tao II and the mother of Ahmose. The one significant piece of evidence for her power comes from a stele at Karnak erected by Ahmose. She was 'one who cares for Egypt'. The other evidence comes from her amazing mortuary assemblage which included military decorations for bravery – the Gold Flies – and her son, the pharaoh's, ceremonial inscribed axe and dagger
- Queen Ahmose Nefertari was the wife and sister of King Ahmose. Evidence suggests that she held a great deal of independent power, influence and wealth through her position initially as Second Prophet of Amun and then as God's Wife of Amun.

Accept other relevant answers.

Question 12

(25 marks)

Evaluate the political, religious and economic importance of the mortuary temple of Hatshepsut, Deir el Bahari, in western Thebes.

Note: Mortuary temples were built to serve as a place to honour a pharaoh after they died, designed to commemorate the pharaoh and for use by the pharaoh's cult after the death of a pharaoh. The funerary cult offered food and clothing to the deceased pharaoh to ensure s/he would continue serving the people of Egypt.

Answers could include:

Temple of Hatshepsut at Deir el Bahri

Political:

- built directly across the Nile from the temple of Amun at Karnak – a significant location sacred to the goddess Hathor. This iconic temple is quite unlike other temples in its construction, although all the essential elements of a mortuary temple are included, and was built on three levels. It includes: pylons, is approached by a sphinx-lined causeway, has a number of wide courts and decorated porticos, and a number of chapels that candidates might discuss in more detail.

Religious and political:

- named Djoser djoseru - the 'sacred of sacreds'. There are chapels to different deities and individuals including Hathor, Anubis, the solar cult, the royal cult. There are also inscriptions depicting the Beautiful Festival of the Valley which represent the connection between Amun, Hatshepsut and the mortuary temple, birth scenes showing her divine inception (and thus regnal legitimacy), and numerous depictions of Hatshepsut with Hathor including her suckling from the goddess as part of the divine birth.

Political and economic:

- other inscriptions indicate her maintenance/expansion of the state, achievements, key individuals: Hatshepsut's expedition to Punt – including depiction of the sea-going vessels used, and the trade/goods that came and went to Punt; trampling her enemies; the story of the quarrying and transportation of her obelisks; representations of Senenmut (one of her key officials and possibly the temple architect and/or her lover if the contemporary graffiti is accurate). Given that much of Hatshepsut's buildings were later defaced or destroyed, the grandeur of the temple and its inscriptions are important in providing evidence of her success, status and activities as regent, and imply the stability of Egypt during that time.

Accept other relevant answers.

Question 13

(25 marks)

Evaluate the success of Tuthmosis III's military activities and his organisation of the Egyptian Empire.

Answers could include:

The evaluation of the success of Tuthmosis III's military activities should include details of:

- the battle and siege of Megiddo and what this added to the Egyptian Empire
- the conquest and expansion of territory in Nubia and Syria-Palestine and what this added to the Egyptian Empire.

The evaluation of the success of Tuthmosis III's organisation of the Egyptian Empire should include details of:

- the nature of Egyptian imperialism under Tuthmosis III
- the different imperial systems employed in Syria-Palestine and Nubia.

The ancient sources that provide evidence for Tuthmosis III's activities should be included in the evaluation:

- the Annals of Karnak
- the Gebel Barkal Stele Inscription
- the Amarna Stele from the Temple of Montu.

Accept other relevant answers.

Part B: Unit 4

25% (25 marks)

Egypt: From Amenhotep II to Horemheb

Question 14

(25 marks)

- (a) Examine the reasons for, and the nature of, the work of the Italian fresco conservators in the tomb of Nefertari (QV66). (13 marks)

Description	Marks
Understanding of historical narrative/context/terminology and concepts	
Constructs a relevant, accurate and detailed account that demonstrates an understanding of cause and effect, and the methodologies and work of conservators. Uses relevant terminology and concepts with accuracy to develop their response	9
Constructs a relevant and detailed account that demonstrates an understanding of cause and effect, and the methodologies and work of conservators. Uses relevant terminology and concepts to develop their response	8
Constructs a relevant account that demonstrates an understanding of cause and effect, and the methodologies and work of conservators. Uses relevant terminology and concepts to develop their response	7
Constructs an account that includes some understanding of cause and effect, and the methodologies and work of conservators. Uses mostly relevant terminology and concepts to develop their response	6
Constructs an account which is mainly chronological and makes some reference to cause and effect, and the methodologies and work of conservators. Uses some terminology and concepts to develop their response	5
Constructs a simple account which is often incorrect and makes limited reference to cause and effect, and the methodologies and work of conservators. Uses limited terminology and concepts to develop their response	4
Presents some points/information in relation to cause and effect, and the methodologies and work of conservators. May use limited terminology and concepts	3
Makes generalisations in relation to the or the question/topic. May use terminology	2
Makes general, disjointed statements in relation to the topic/question	1
Subtotal	9
Use of evidence/sources	
Uses relevant evidence/sources throughout the response. Refers to this evidence at effective points	4
Uses relevant evidence/sources in the response. Refers to this evidence at some appropriate points	3
Presents some limited evidence with inaccuracies. Makes an attempt to refer to some of this evidence	2
Presents minimal evidence which is often irrelevant or inaccurate	1
Subtotal	4
Total	13
Answers could include: <ul style="list-style-type: none"> the structure of the tomb itself was under threat and a team of experts were assembled by Getty Conservation Institute (GCI) and the Egyptian Antiquities Organisation (EAO) the Italian Fresco Conservators were employed to conserve a tomb that was falling to pieces descriptions of the work undertaken and the preservation/conservation techniques should be covered in the answer. 	
Accept other relevant answers.	

Question 14 (continued)

(b) Discuss the importance of the tomb of Nefertari (QV66).

(12 marks)

Description	Marks
Argument/discussion and structure	
Constructs a sustained, logical and analytical argument/discussion in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response	7
Constructs a logical and analytical argument/discussion in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response	6
Constructs a coherent argument/discussion that shows some analytical thinking in relation to the topic/question. Presents a proposition that articulates the direction of the response and provides a summary at the conclusion	5
Constructs a structured argument/discussion in relation to the topic/question. Presents a proposition that articulates the direction of the response and provides some concluding statements	4
Presents some relevant points/information in relation to topic/question. Presents a simple proposition and a concluding statement and individual paragraphs have a logical structure	3
Makes generalisations and some relevant statements in relation to the topic/question Or Presents a statement about the topic and some points/information in relation to the topic/question	2
Makes general, disjointed statements in relation to the topic/question	1
Subtotal	7
Use of evidence/sources	
Uses relevant evidence/sources with accuracy throughout the response. Refers to this evidence at effective points to provide some support for the argument/viewpoint	5
Uses relevant evidence/sources in the response. Refers to this evidence at some appropriate points	4
Presents some relevant evidence. Refers to this evidence but with inaccuracies	3
Presents some limited evidence with inaccuracies. Makes an attempt to refer to some of this evidence	2
Presents minimal evidence which is often irrelevant or inaccurate	1
Subtotal	5
Total	12
Answers could include:	
<ul style="list-style-type: none"> discussion of the tomb of Nefertari as being historically significant due to her marriage to Ramses II and high status as a queen consort the discussion should include that the tomb has religious importance and artistic importance and what makes it important. 	
Accept other relevant answers.	

Marking key for Questions 15 and 16

Description	Marks
Understanding of historical narrative/context	
Constructs a relevant, accurate and detailed historical narrative/context that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence. Addresses the question	9
Constructs a relevant and detailed historical narrative/context that demonstrates an understanding of the relationships between events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence. Addresses the question	8
Constructs a relevant, historical narrative/context that demonstrates an understanding of some connections across events, people and ideas, and/or continuity and change, and/or reliability of the ancient evidence. Addresses the question	7
Constructs a historical narrative/context that identifies some connections across events, people and ideas, and/or continuity and change, and/or shows some understanding of the reliability of the ancient evidence. Addresses most aspects of the question	6
Constructs a historical narrative/context that is mainly chronological and makes some reference to events, people and ideas, and/or continuity and change, and/or shows some understanding of the ancient evidence. Attempts to address the question	5
Constructs a simple historical narrative/context that is often incorrect and makes limited reference to events, people and ideas and/or continuity and change. Attempts to address the question	4
Presents some points/information in relation to the historical narrative/context and/or the question/topic. Attempts to address the question	3
Makes generalisations in relation to the historical narrative/context or the question/topic	2
Makes general, disjointed statements in relation to the historical narrative/context or the topic/question	1
Subtotal	9
Use of evidence/sources	
Uses evidence effectively to provide support for the argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and detail throughout the response	7
Uses evidence effectively to provide some support for the argument/viewpoint Makes reference to relevant ancient and/or modern sources with accuracy and some detail throughout the response	6
Uses evidence to provide some support for the argument/viewpoint Makes some reference to ancient and/or modern sources in the response	5
Uses evidence in an attempt to provide some support for the argument/viewpoint Makes some reference to ancient or modern sources in the response	4
Presents some evidence. Makes an attempt to refer to some of this evidence with inaccuracies	3
Presents some limited evidence with inaccuracies	2
Presents minimal evidence which is often irrelevant or inaccurate	1
Subtotal	7
Historical terminology/concepts	
Uses appropriate historical terms and concepts to support the answer	2
Uses some historical terms in the answer	1
Subtotal	2

Marking key for Questions 15 and 16 (continued)

Argument/discussion and structure	
Constructs a sustained, logical analytical argument/discussion in relation to the topic/question. Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response	7
Constructs a logical analytical argument/discussion in relation to the topic/question Presents a proposition that articulates the direction of the response in terms of line of argument/viewpoint and summarises the argument at the conclusion of the response	6
Constructs an analytical argument/discussion in relation to the topic/question Presents a proposition that articulates the direction of the response and provides a summary at the conclusion	5
Constructs a structured argument/discussion that shows some assessment in relation to the topic/question. Presents a proposition that articulates the direction of the response and provides some concluding statements	4
Presents some relevant points/information in relation to topic/question. Presents a simple proposition and a concluding statement and individual paragraphs have a logical structure	3
Makes generalisations and some relevant statements in relation to the topic/question Or Presents a statement about the topic and some points/information in relation to the topic/question	2
Makes general, disjointed statements in relation to the topic/question	1
Subtotal	7
Total	25

Question 15**(25 marks)**

Evaluate the extent to which human remains have provided useful and reliable evidence for an understanding of the royal lineage of Tutankhamen and the health of New Kingdom Egyptians.

Note: Candidates are likely to argue that human remains have, to a large extent, provided useful evidence for an understanding of both the lineage and health of New Kingdom Egyptians. However, many questions remain surrounding the reliability of this evidence, specifically the genetic studies/DNA analysis. These studies can only be carried out reliably if the mummies are well-preserved.

Answers could include:

- investigation of Tutankhamun's parents (lineage) and the difficulties faced in the scientific investigations
- Tutankhamun's poor health has been a topic of great debate to modern scholars, with many theories circulating about the cause of his death.

Accept other relevant answers.

Question 16

(25 marks)

Discuss the situation in Egypt at the end of the Amarna period and examine the changes that had taken place by the end of the 18th dynasty. Your response should make reference to the Restoration Stele of Tutankhamen and Horemheb's Edict of Reform.

Answers could include:

- the Amarna period had a distinct religious policy of Atenism and the Amarna letters indicate a change in foreign and diplomatic relations
- the Restoration Stele tells us that at the end of the Amarna period the land was in ruins and in confusion because it had been abandoned by the old or true gods of Egypt. As well, Egypt had lost its Empire. The whole land and all its people were suffering. There is no way of knowing how much of the information on the Restoration Stele is true and how much is propaganda. Certainly the manner in which attempts were made to obliterate all references to Akhenaten and the Aten from history indicates that they were hated by a powerful group within Egypt
- the stele is really about the restoration of the old gods to their rightful positions in Egypt which would mean the restoration of Order/ma'at to the land so that it could flourish once more. Thus the preoccupation of the stele with the restoration of the gods is a fundamental statement regarding the belief in Order/ma'at versus Chaos; a belief that ma'at needed to be restored by the King and by the old gods before Egypt could prosper. On the Restoration Stele we are told: Tutankhamun was king. He was no longer Tutankhaten. His name and titles reflect the claim that all the old gods had been restored and the country was once more under the god Amun Re. The temples and shrines of the old gods had been ruined but Tutankhamun restored the gods and their priests, their temples and their shrines to a more glorious state than they had enjoyed before the Amarna Revolution. He restored the barges of the god. He used royal funding to establish temple musicians, singers, dancers and workers. The temple revenue was restored and increased. The army was once more victorious and all nations obeyed Egypt once again
- Tutankhamun was succeeded by Ay who reigned for only four or so years and continued with Tutankhamun's policy. Ay made Horemheb his successor
- Horemheb's *Edict of Reform* - gives us more of an insight into what was going on in the country. It tells us the situation and the remedy. From this Edict we learn in more detail the extent to which Order/ma'at had been upset. There was widespread corruption amongst officials including the judiciary; that tax collectors were exploiting the poor with the collusion of the royal inspectors; and that the military were robbing the peasants and also extorting goods and supplies from them. All this leads one to conclude that with the abandonment of, and by the old gods, the country had indeed slid into chaos and confusion. The suggestions of chaos that we have from Tutankhamun were indeed accurate. It would appear that effective centralised governance had not been restored under Tutankhamun or Ay
- Horemheb dealt with the matter by going through the country, finding men of good character, appointing them to official positions and giving them clear guidelines to follow. He sorted out the taxation system so that there was no need or opportunity for taxes to be raised in an extra-judicial manner. Stolen property was returned; peasants had their taxes remitted for a period. Horemheb's penalties for unlawful behaviour were harsh in the extreme and included mutilation and exile. He continued dismantling the Aten temples and erasing all reference to Akhenaten and his period of rule. He, like Ay, replaced Tutankhamun's cartouches with his own. It is impossible to state whether or not it was Horemheb who destroyed Ay's tomb, the tombs of the Amarna royals and the tombs of Amarna supporters, but it was done in antiquity. By the end of Horemheb's reign, which marks the end of the 18th dynasty, he had re-established a stable centralised government in Egypt. The majority of references to the Aten and to the Amarna period royal family had been obliterated from public view. The pharaoh and the old gods were firmly in control of religion and of the state. Ma'at had well and truly been restored. The king lists made in antiquity do not include the Amarna royals – they have Horemheb succeeding Amenhotep III.

Accept other relevant answers.

Copyright

© School Curriculum and Standards Authority, 2024

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

An *Acknowledgements variation* document is available on the Authority website.

*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107*