



ANCIENT HISTORY

ATAR course examination 2019

Marking key

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 – Unit 3

25% (24 Marks)

New Kingdom Egypt to the death of Horemheb

Question 1

(6 marks)

Describe **three** benefits of the pharaonic building programs in Dynasty 18.

Description	Marks
For each of three benefits	
Describes a benefit in some detail.	2
Describes a benefit in general or superficial terms.	1
Subtotal	2
Total	6

Question 2

(6 marks)

Provide **one** reason why the pharaohs were depicted as warrior kings and explain **two** ways in which this was done.

Description	Marks
Provides one reason in some detail for the depiction of the pharaohs as warrior kings.	2
Makes statements about the pharaohs' depiction as warrior kings.	1
Subtotal	2
For each of two ways the pharaohs were depicted as warrior kings	
Explains in detail a way in which the pharaohs were depicted as warrior kings.	2
Describes a way in which the pharaohs were depicted as warrior kings.	1
Subtotal	4
Total	6

Question 3

(6 marks)

Outline **three** reasons for the cult of Amun becoming increasingly important during Dynasty 18.

Description	Marks
For each of three reasons	
Outlines a reason why the cult of Amun became increasingly important during Dynasty 18.	2
Identifies a reason why the cult of Amun became increasingly important during Dynasty 18.	1
Subtotal	2
Total	6

Question 4

(6 marks)

Explain the importance of Hatshepsut's expedition to Punt.

Description	Marks
Explains accurately the importance of Hatshepsut's expedition to Punt.	6
Explains in some detail the importance of Hatshepsut's expedition to Punt.	5
Explains in a generalised way the importance of Hatshepsut's expedition to Punt.	4
Describes the importance of Hatshepsut's expedition to Punt.	3
Describes aspects of Hatshepsut's expedition to Punt.	2
Makes some superficial comments about Hatshepsut's expedition to Punt.	1
Total	6

Question 5

(6 marks)

Outline reasons why the Amarna letters are an important but flawed historical source for the latter part of Dynasty 18.

Description	Marks
Outlines accurately why the Amarna letters are an important source and outlines accurately why the letters are a flawed historical source for the latter part of Dynasty 18.	6
Outlines accurately some reasons why the Amarna letters are an important source and outlines some reasons why the letters are a flawed historical source for the latter part of Dynasty 18.	5
Outlines some reasons why the Amarna letters are an important source and outlines some reasons why the letters are a flawed historical source for the latter part of Dynasty 18, but does not comment equally on their importance and their flaws.	4
Identifies in general terms why the Amarna letters are an important source and offers some general points about why the letters are a flawed historical source for the latter part of Dynasty 18 and does not comment equally on their importance and their flaws.	3
Offers limited ideas why the Amarna letters are important and/or why they are a flawed historical source for the latter part of the Dynasty 18.	2
Makes superficial comment on the Amarna letters.	1
Total	6

Section Two: Source analysis – Unit 4

25% (20 Marks)

Thebes – East and West, New Kingdom Egypt

Question 6

(10 marks)

Assess the extent to which evidence supports the suggestion that Tutankhamun's tomb had been robbed in antiquity.

Refer to the source and your understanding of the period of study in your response.

Description	Marks
Assessment of evidence	
Makes a valid assessment of relevant evidence from the source, the period of study and the tomb accurately and in detail, leading to a convincing conclusion.	9–10
Makes an assessment of mostly relevant evidence from the source, the period of study and the tomb in some detail, leading to a reasonable conclusion.	7–8
Makes an assessment of a limited amount of relevant evidence from the source, the period of study and the tomb, leading to a conclusion limited by a lack of wider understanding of the topic.	5–6
Attempts to make an assessment with reference to the source, period of study and/or the tomb in limited terms.	3–4
Makes statements about Tutankhamun's tomb and/or the robbery with little reference to the source and/or the period of study.	1–2
Total	10

Question 7

(10 marks)

Assess the extent to which the cult temple of Karnak is an important source for the period of study.

In your answer, you should consider:

- Sources 2(a) and 2(b)
- the historical information in the cult temple of Karnak
- the religious information in the cult temple of Karnak
- the importance of the information in the cult temple of Karnak for an understanding of the period of study.

Description	Marks
Assessment of the importance of the cult temple of Karnak as a source	
Makes a detailed assessment of the importance of Karnak as a source for the period of study by making carefully considered reference to the sources and offering a detailed description of both historical and religious information provided by the cult temple of Karnak.	9–10
Makes a reasonable assessment of the importance of Karnak as a source for the period of study. Makes sound reference to the sources and offers a sound description of the historical and religious information provided by the cult temple of Karnak.	7–8
Makes a generalised assessment of the importance of Karnak as a source for the period of study. Makes general reference to the sources and offers a general description of the historical and religious information provided by the cult temple of Karnak.	5–6
Makes a superficial assessment of the importance of Karnak as a source for the period of study. Makes a limited reference to the sources and/or the historical and/or religious information provided by the cult temple of Karnak.	3–4
Makes a superficial reference to the sources or the historical or religious information provided by the cult temple of Karnak with no assessment of the importance of Karnak as a source.	1–2
Total	10

Question 8

(10 marks)

Examine the reasons why it was thought necessary to employ the Italian fresco conservators to save Nefertari's tomb (QV66) from destruction.

In your answer, you should consider:

- the historical and religious significance of the tomb of Nefertari and the quality of its art work
- the instability of the tomb
- the work practices of the Italian fresco conservators.

Description	Marks
Examination of the reasons for employing the Italian fresco conservators to save Nefertari's tomb.	
Examines in accurate detail the reasons for employing the conservators for their work practices necessary for saving the tomb because of its historical, religious and artistic significance.	9–10
Examines in some detail the reasons for employing the conservators for their work practices necessary for saving the tomb because of its historical, religious and artistic significance.	7–8
Examines in general terms some reasons for employing the conservators for their work practices to save the tomb with some reference to its historical, religious and/or artistic significance.	5–6
Examines in a limited manner some reasons for employing the conservators to save the tomb with limited reference to its historical and/or religious and/or artistic significance.	3–4
States a reason for saving the tomb and/or makes statements about the work of the conservators and/or the tomb's significance.	1–2
Total	10

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 ancient sources with accuracy and detail throughout the essay. Cites this evidence at points where it provides support for the argument/viewpoint.	6
Uses relevant ancient 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)**

Explain the ways in which material and written evidence have contributed to our understanding of the expulsion of the Hyksos and the establishment of Dynasty 18.

Consider human remains, literature, biographies, stele, decorations of valour, ceremonial weapons **and/or** jewellery.

Question 10**(25 marks)**

'Under Thutmose III's [Tuthmosis III] watch, the Egyptian empire was transformed from an intermittent smash-and-grab operation to an efficient and predictable machine.'

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

Question 11**(25 marks)**

Describe significant events in the career of **one** of the following individuals and assess the impact of these events during the period of study.

Choose from: Ahmose I, Hatshepsut, Tuthmosis III, Amenhotep III, **or** Akhenaten.

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 the contribution of the work of expeditions or individuals to our understanding of Ancient Egypt, the state, people and culture.	
Produces a comprehensive response that shows a sophisticated understanding of the contribution of the work of expeditions or individuals to our understanding of Ancient Egypt, the state, people and culture.	7
Produces a comprehensive response that shows a detailed understanding of the contribution of the work of expeditions or individuals to our understanding of Ancient Egypt, the state, people and culture.	6
Produces a response that shows some understanding of the work of expeditions or individuals to our understanding of Ancient Egypt, the state, people and culture.	5
Produces a response that makes some relevant reference/s to the contribution of the work of expeditions or individuals to our understanding of Ancient Egypt, the state, people and culture.	4
Produces a simple response that shows some awareness of the contribution of the work of expeditions or individuals to our understanding of Ancient Egypt, the state, people and culture.	3
Produces a limited response about the contribution of the work of expeditions or individuals to our understanding of Ancient Egypt, the state, people and culture.	2
Makes general/superficial statements about the contribution of the work of expeditions or individuals to our understanding of Ancient Egypt, the state, people and culture.	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 ways in which the discoveries or the work of **one or more** of the following expeditions **or** individuals have contributed to our modern understanding of ancient Egypt;

Choose from: Napoleon Bonaparte's scientific expedition to Egypt **and/or** Giovanni Battista Belzoni **and/or** Champollion **and/or** Thomas Young **and/or** Lepsius **and/or** Wilkinson **and/or** Gardiner **and/or** Cerny.

Marking key for Questions 13 and 14.

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 sources/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 ancient sources with accuracy and detail throughout the essay. Cites this evidence at points where it provides support for the argument/viewpoint.	6
Uses relevant ancient 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)**

To what extent can the workers' village at Deir el Medina on the west bank at Thebes (which was a protected community of artists, craftsmen and artisans existing for a specific purpose) be used as a reliable source of information on the significant cultural beliefs and practices of Egyptian society?

Question 14**(25 marks)**

Examine the extent to which evidence from non-royal tomb decoration provides an understanding of the afterlife beliefs and practices of the ancient Egyptians during the period of study.

Section One: Short answer – Unit 3

25% (20 Marks)

Athens 481–440 BC

Question 15

(6 marks)

Describe **three** important aspects of the role of Leonidas in the Persian War.

Description	Marks
For each of three aspects.	
Describes an aspect in some detail.	2
Describes an aspect in general or superficial terms.	1
Subtotal	2
Total	6

Question 16

(6 marks)

Describe the original structure of the Delian League, including the terms agreed upon by Athens and her allies, at the time of its foundation.

Description	Marks
Describes the original structure/terms of the Delian League accurately and in detail.	6
Describes the original structure/terms of the Delian League mostly accurately and in detail.	5
Describes the original structure/terms of the Delian League with some detail.	4
Describes the original structure/terms of the Delian League.	3
Provides limited coverage of the original structure/terms of the Delian League.	2
Makes superficial or inaccurate comments about the original structure or terms of the Delian League.	1
Total	6

Question 17

(6 marks)

Explain how Athens' actions at Naxos and Thasos illustrate its increasing imperialism.

Description	Marks
Explains Athens' actions at Naxos and Thasos accurately and in detail, demonstrating a sound understanding of how these actions illustrate Athens' increasing imperialism.	6
Explains Athens' actions at Naxos and Thasos in some detail, demonstrating an understanding of how these actions illustrate Athens' increasing imperialism.	5
Explains Athens' actions at Naxos and Thasos in some detail, but perhaps not equally and comments on how these actions illustrate Athens' increasing imperialism.	4
Explains Athens' actions in general terms and makes general comments about how these actions illustrate increasing imperialism.	3
Makes general comments about Athens' actions at Naxos and/or Thasos. Provides limited and/or superficial comments on how the actions illustrate Athens' imperialism.	2
Makes some superficial comments about Athens' actions at Naxos and/or Thasos. Little or no comment on how the actions illustrate Athens' imperialism.	1
Total	6

Question 18

(6 marks)

Describe **three** of Ephialtes' reforms to the *Boule*.

Description	Marks
For each of three reforms	
Describes a reform in some detail.	2
Describes a reform in general or superficial terms.	1
Subtotal	2
Total	6

Question 19

(6 marks)

Describe **three** points of opposition to Pericles' policy made by Thucydides, son of Melesias.

Description	Marks
For each of three points of opposition	
Describes a point of opposition in some detail.	2
Describes a point of opposition in general or superficial terms.	1
Subtotal	2
Total	6

Section Two: Source analysis – Unit 4

25% (20 marks)

Athens, Sparta and the Peloponnesian War 440–404 BC

Question 20

(10 marks)

Assess the accuracy of Thucydides' representation of Cleon.

In your answer, you should consider:

- the historical context of events described
- Thucydides' perspective on Cleon
- other evidence and/or examples of Cleon's actions in the Archidamian War.

Refer to the source and your understanding of the period in your response.

Description	Marks
Assessment of the accuracy of Thucydides' representation of Cleon	
Makes a detailed assessment of the accuracy of the representation by providing a specific and detailed discussion of Thucydides' perspective, referring to the source, historical context and other evidence and/or examples in detail.	9–10
Makes a detailed assessment of the accuracy of the representation by providing a detailed discussion of Thucydides' perspective, referring to the source, historical context and some other evidence and/or examples.	7–8
Makes a reasonable assessment of the accuracy of the representation by providing some explanation of Thucydides' perspective, referring to the source and some other evidence and/or examples.	5–6
Makes a general assessment of the accuracy of the representation by providing some general statements of Thucydides' perspective, making limited references to the source and limited reference to other evidence or examples.	3–4
Attempts an assessment of the representation by providing some superficial statements of Thucydides' perspective, or superficial reference to the source or other evidence.	1–2
Total	10

Question 21**(10 marks)**

Assess the historical reliability of Thucydides' statement in Book 1.88 that Sparta was responsible for the outbreak of the Peloponnesian War.

Refer to the source and your understanding of the period of study in your response.

Description	Marks
Assessment of the historical reliability of Thucydides' statement in the source	
Assesses in detail the historical reliability of the statement in the source that Sparta was responsible for the outbreak of the Peloponnesian War, justifying the response by drawing on the source, an understanding of the period of study and wider evidence.	9–10
Assesses the historical reliability of the statement in the source that Sparta was responsible for the outbreak of the Peloponnesian War, supporting the response with specific references to the source and applying understanding of the period of study.	7–8
Makes relevant comments about the historical reliability of the statement in the source that Sparta was responsible for the outbreak of the Peloponnesian War. Makes relevant reference to the source and shows some knowledge of the period of study.	5–6
Provides some points about the historical reliability of the statement in the source that Sparta was responsible for the outbreak of the Peloponnesian War. Makes some reference to the source. Shows limited understanding of the period of study.	3–4
Makes general comments about Sparta being responsible for the outbreak of the Peloponnesian War. Makes minimal or no reference to the source or recounts the source. Shows minimal understanding of the period of study.	1–2
Total	10

Question 22**(10 marks)**

Assess the accuracy of the representation of Alcibiades in the source.

In your answer, you should:

- outline the impact of Alcibiades' actions during the period of study
- explain Kagan's opinion of Alcibiades and assess the accuracy of his representation.

Description	Marks
Assessment of the accuracy of the source's representation of Alcibiades	
Provides a specific and detailed assessment of the accuracy of the representation of Alcibiades by explaining Kagan's opinion in the source and outlining the impact of Alcibiades' actions accurately using specific evidence and/or examples.	9–10
Provides some assessment of the accuracy of the representation by explaining Kagan's opinion in the source and outlining the impact of Alcibiades' actions accurately using some appropriate evidence and/or examples.	7–8
Makes a generalised assessment of the representation by identifying Kagan's opinion and outlining the impact of Alcibiades' actions in a general way, using some evidence or examples.	5–6
Makes limited assessment of the representation by identifying Kagan's opinion and identifying general examples of the impact of Alcibiades' actions, with limited explanation and/or limited use of evidence or examples.	3–4
Makes limited identification of Kagan's opinion with possible inaccuracies and no assessment and with limited examples or evidence of the impact of Alcibiades' actions.	1–2
Total	10

Section Three: Essay

50% (50 Marks)

Part A: Unit 3

25% (25 marks)

Athens 481–440 BC

Marking key for Questions 23 to 25.

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 ancient sources with accuracy and detail throughout the essay. Cites this evidence at points where it provides support for the argument/viewpoint.	6
Uses relevant ancient 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 23**(25 marks)**

Evaluate the extent to which Athens was responsible for the victory of the Greeks during the Persian Wars 481–478 BC.

Question 24**(25 marks)**

Examine the methods of control used by Athens to interfere in the autonomy of the member states of the Delian League/Athenian Empire and assess the extent of Athens' influence and control over these states.

Question 25**(25 marks)**

Describe significant events in the career of **one** of the following individuals and assess the impact of these events during the period of study.

Choose from: Xerxes, Pausanias, Themistocles, Cimon **or** Pericles.

Part B: Unit 4

25% (25 Marks)

Athens, Sparta and the Peloponnesian War 440–404 BC

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 ancient sources with accuracy and detail throughout the essay. Cites this evidence at points where it provides support for the argument/viewpoint.	6
Uses relevant ancient 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 26

(25 marks)

Discuss the reasons for the failure of the Peace of Nicias.

Question 27

(25 marks)

'What I fear is not the enemy's strategy, but our own mistakes.' (Thucydides 1.144)

Assess the impact of leaders and leadership on Athens' defeat in the Sicilian Campaigns of 415–413 BC.

Question 28

(25 marks)

Discuss the causes, events and consequences of **either** the Oligarchic Coup **or** the Ionian War.

Section One: Short answer – Unit 3

Rome 133–63 BC

Question 29

(6 marks)

Describe **three** ways in which Tiberius Gracchus' *Lex Agraria* was intended to alleviate problems with poverty and unemployment at the time.

Description	Marks
For each of three ways	
Describes a way in which the <i>Lex Agraria</i> was intended to alleviate problems with poverty and unemployment, in some detail.	2
Describes a way in which the <i>Lex Agraria</i> was intended to alleviate problems with poverty and unemployment, in general or superficial terms.	1
Subtotal	2
Total	6

Question 30

(6 marks)

Outline Marius' reforms to recruitment in the army and explain the importance of these reforms.

Description	Marks
Outlines Marius' reforms to recruitment in the army in some detail.	3
Outlines Marius' reforms to recruitment in the army in general terms.	2
Makes general comments on Marius' reforms to recruitment in the army.	1
Subtotal	3
Explains the importance of these reforms accurately.	3
Explains the importance of these reforms in general terms and possibly unevenly.	2
Makes general comments on the importance of these reforms.	1
Subtotal	3
Total	6

Question 31

(6 marks)

Explain **three** reasons why Spartacus' rebellion was a significant threat to Rome.

Description	Marks
For each or three reasons	
Explains a reason in some detail.	2
Identifies a reason in general or superficial terms.	1
Subtotal	2
Total	6

Question 32**(6 marks)**

Describe the origins of the Social War.

Description	Marks
Describes the origins of the Social War accurately and in detail.	6
Describes the origins of the Social War in some detail.	5
Comments in some detail on the origins of the Social War.	4
Comments in a general way on the origins of the Social War.	3
Comments in a limited way on the origins of the Social War.	2
Makes superficial comments about the origins of the Social War.	1
Total	6

Question 33**(6 marks)**

Outline the circumstances of Pompey becoming a consul in 70 BC.

Description	Marks
Outlines accurately the circumstances of Pompey becoming consul in 70 BC.	6
Outlines accurately most of the circumstances of Pompey becoming consul in 70 BC.	5
Outlines in general terms the circumstances of Pompey's achieving the consulship in 70 BC; with omissions.	4
Identifies some circumstances and makes general comments about Pompey achieving the consulship of 70 BC.	3
Makes limited comments about Pompey becoming consul.	2
Makes superficial comments about Pompey becoming consul.	1
Total	6

Section Two: Source analysis – Unit 4

Rome 63 BC–AD 14

Question 34

(10 marks)

Evaluate the perspective in the source about the factors that led to the formation of the First Triumvirate and comment on the validity of the statement that ‘this *amicitia* was different’.

Refer to the source and your understanding of the period of study in your response.

Description	Marks
Evaluation of perspective of the source about factors leading to the formation of the First Triumvirate	
Evaluates the perspective in the source by describing the historical context accurately and in detail, using examples.	6–7
Provides some assessment of the perspective in the source by describing the historical context in some detail.	4–5
Limited identification of the perspective in the source or describes the historical context in general terms and with possible inaccuracies.	2–3
Makes general statements about the historical context.	1
Subtotal	7
The <i>amicitia</i>	
Comments on the validity of the statement by assessing the nature of the <i>amicitia</i> accurately, including examples.	3
Describes in general terms the nature of the <i>amicitia</i> , may include an example.	2
Makes general statements about the <i>amicitia</i> .	1
Subtotal	3
Total	10

Question 35

(10 marks)

Assess the evidence from the ancient and modern sources that Caesar desired kingship.

In your answer, you should consider:

- the historical context
- Caesar’s constitutional power.

Description	Marks
Assess the evidence from the ancient and modern sources	
Assesses the evidence from ancient and modern sources accurately and in detail, using examples and shows good understanding of the historical context, including a detailed description of Caesar’s constitutional power.	9–10
Assesses the evidence from ancient and modern sources in some detail using example/s and shows understanding of the historical context, including a description of Caesar’s constitutional power.	7–8
Assesses some of the evidence from ancient and/or modern sources in some detail. Shows some knowledge of the historical context, identifying Caesar’s constitutional power in general terms.	5–6
Describes evidence from ancient and/or modern sources. Or refers to some appropriate historical context, making general statements about Caesar’s power.	3–4
Describes in general terms some evidence, may include an example. May refer to historical context only.	1–2
Total	10

Question 36

(10 marks)

Assess Augustus' claim in *Res Gestae* 34 that he handed over power to the Senate and people and ruled 'with universal consent'.

In your answer, you should consider:

- the historical context
- the 'universal consent' referred to in the source
- other evidence and/or examples of Augustus' position and power after 27 BC.

Description	Marks
Assessment of Augustus' claim with reference to other evidence and/or examples	
Assesses Augustus' claim by describing the historical context and explaining the 'universal consent', referring to other evidence and/or examples of his position and power after 27 BC accurately and in detail.	9–10
Assesses Augustus' claim by describing the historical context and explaining the 'universal consent', referring to some other evidence and/or examples of his position and power after 27 BC in some detail.	7–8
Assesses Augustus' claim by giving a general account of the historical context and providing some general comment on the 'universal consent', referring to some other evidence and/or examples of his position and/or power after 27 BC.	5–6
Makes an attempt to assess Augustus' claim in referring to limited evidence and/or examples of his position or power after 27 BC. Or describes the historical context in general terms.	3–4
Lists limited evidence or examples of Augustus' position or power after 27 BC. Or provides a limited description of the historical context.	1–2
Total	10

Section Three: Essay

50% (50 Marks)

Part A: Unit 3

25% (25 marks)

Rome 133–63 BC

Marking key for Questions 37 to 39.

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 ancient sources with accuracy and detail throughout the essay. Cites this evidence at points where it provides support for the argument/viewpoint.	6
Uses relevant ancient 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 37**(25 marks)**

'But the chief danger to the republic was, as Sulla's own career had shown, the rebellious proconsul at the head of an army more loyal to himself than to Rome.'

Evaluate the significance of Sulla's use of the military as a political weapon.

Question 38**(25 marks)**

Discuss the key events and outcomes of the Catiline Conspiracy and assess the role that Cicero played in dealing with this crisis.

Question 39**(25 marks)**

Describe significant events in the career of **one** of the following individuals and assess the impact of these events during the period of study.

Choose from: Tiberius Gracchus, Gaius Gracchus, Marius, Sulla, **or** Pompey.

Part B: Unit 4

25% (25 marks)

Rome 63 BC–AD 14

Marking key for Questions 40 to 42.

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 sources/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 ancient sources with accuracy and detail throughout the essay. Cites this evidence at points where it provides support for the argument/viewpoint.	6
Uses relevant ancient 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 40**(25 marks)**

Discuss the use of violence in Roman politics before the collapse of the Republic, with reference to the actions of **one or more** of the following individuals: Clodius, Caesar, Crassus, **and/or** Antony.

Question 41**(25 marks)**

Identify the reasons for Caesar's victory in the Civil War of 49–45 BC and evaluate the role that Pompey's weakness played in that victory.

Question 42**(25 marks)**

Describe the reforms of **either** Caesar **or** Augustus, and discuss the impact of these reforms on the Roman Republic.

Consider **two** of the following areas of reform: social, cultural, economic **and/or** military reforms.

ACKNOWLEDGEMENTS

Elective 1: Egypt

- Question 10** Extract from: Morris, E. (2018). *Ancient Egyptian imperialism*. Chichester, UK: Wiley Blackwell, p. 6. Retrieved April, 2019, from https://www.academia.edu/36794313/Ancient_Egyptian_Imperialism._Wiley-Blackwell_2018_

Elective 2: Greece

- Question 15** Dot points 1 (sentences 3 & 4), 2, 5 & 8 and indented dot points 5 & 6 adapted from: *Assess the contributions of Miltiades and Leonidas to the course of the Persian Wars*. (2008). Retrieved September, 2019, from <http://www.markedbyteachers.com/as-and-a-level/history/assess-the-contributions-of-miltiades-and-leonidas-to-the-course-of-the-persian-wars.html>

- Question 21** **Markers' notes**
'Other evidence' dot point 4 (sentences 2, 3 & 4) adapted from: Megarian decree. (n.d.). In *Wikipedia*. Retrieved September, 2019, from https://en.wikipedia.org/wiki/Megarian_decree
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- Question 27** Quote from: Thucydides. (1972). *History of the Peloponnesian War* (1.144) (R. Warner, Trans.). London: Penguin, p. 122. (Thucydides c. 460–c. 395 BC).

Elective 3: Rome

- Question 37** Extract from: Plutarch, & Seager, R. (Ed.). (2005). *Fall of the Roman Republic* (Life of Sulla; 35) (R. Warner, Trans.). London: Penguin, p. 66. (Plutarch CE c. 46-c. 119).

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