



SAMPLE ASSESSMENT TASKS

ANCIENT HISTORY (EGYPT)

ATAR YEAR 12

Acknowledgement of Country

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Sample assessment task
Ancient History (Egypt) – ATAR Year 12
Task 1 – Unit 3

Assessment type: Short answer

Conditions: Answer **four** out of **five** questions. Each question is worth 6 marks
Total marks: 24 marks

Time for the task: 45 minutes with 5 minutes reading time
In class, under test conditions

Task weighting: 10% of the school mark for this pair of units

There are **five** questions. You must answer **four** questions. Write your answers in the spaces provided.

Question 1 **(6 marks)**

Identify **two** significant innovations the Hyksos introduced to Egypt and describe their impact.

Question 2

(6 marks)

Answer **both** parts of the question.

(a) Outline four key roles and duties of the viziers in the 18th dynasty.

(4 marks)

(b) Comment on the status of the viziers in the 18th dynasty.

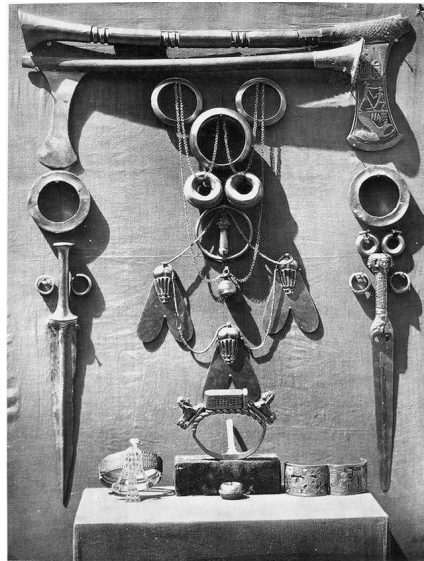
(2 marks)

Question 3**(6 marks)**

Explain **two** roles of the pharaoh that illustrate his significance in the 18th dynasty.

Question 4

(6 marks)



The burial goods of Queen Ahhotep

[Source: Jewels and Weapons of Queen Ahhotep (by Mariette), Public domain, via Wikimedia Commons]
[https://commons.wikimedia.org/wiki/File:Jewels_and_Weapons_of_Queen_Ahhotep_\(by_Mariette\).jpg](https://commons.wikimedia.org/wiki/File:Jewels_and_Weapons_of_Queen_Ahhotep_(by_Mariette).jpg)

Explain in detail why many historians believe Queen Ahhotep played a role in the expulsion of the Hyksos. Use evidence from her burial goods (pictured above) to support your answer.

Question 5

(6 marks)

Identify and explain **two** pieces of evidence indicating that the pharaohs who ruled prior to Ahmose played a role in the expulsion of the Hyksos.

Marking key for sample assessment task 1 – Unit 3

Question 1

(6 marks)

Identify **two** significant innovations the Hyksos introduced to Egypt and describe their impact.

Description	Marks
Identification of innovation	
Identifies two significant innovations introduced by the Hyksos to Egypt	2
Identifies one significant innovation introduced by the Hyksos to Egypt	1
Subtotal	/2
Description of impact (2 x 2 marks)	
Describes the impact of the identified innovation on Egypt	2
Makes general statements about the impact of the identified innovation on Egypt	1
Subtotal	/4
Total	/6
Answer could include	
<p>Examples of significant innovations:</p> <ul style="list-style-type: none"> introduction of new weapons (identify some) introduction of the use of bronze rather than copper. <p>Impact of significant innovations:</p> <ul style="list-style-type: none"> the Hyksos were a catalyst for change in Egypt descriptions should demonstrate the impact of the identified significant innovation. 	

Question 2

(6 marks)

(a) Outline four key roles and duties of the viziers in the 18th dynasty.

(4 marks)

Description	Marks
Outlines the four key roles and duties of the viziers in the 18th dynasty	4
Outlines three roles and duties of the viziers in the 18th dynasty	3
Identifies two roles and/or duties of the viziers in the 18th dynasty	2
Makes a general statement about the roles or duties of the viziers in the 18th dynasty	1
Total	/4
Answers may include	
<p>During the 18th dynasty, there was a change from having one vizier to two viziers (one for the south and one for the north).</p> <p>Duties/roles relating to:</p> <ul style="list-style-type: none"> law and order the courts taxation supervision of officials running the pharaoh's household maintaining records supervising temples and estates controlling traffic on the Nile and/or controlling public works etc. 	

(c) Comment on the status of the vizier in the 18th dynasty. (2 marks)

Description	Marks
Makes relevant comments on the status of the vizier in the 18th dynasty	2
Makes a general statement about the status of the vizier in the 18th dynasty	1
Total	/2
Answers may include	
Comments that demonstrate the high status of the vizier as second in charge to the pharaoh.	

Question 3 (6 marks)

Explain **two** roles of the pharaoh that illustrate his significance in the 18th dynasty.

Description	Marks
Explanation of role (2 x 3 marks)	
Explains a role of the pharaoh and how it illustrates his significance	3
Describes in general terms a role of the pharaoh and how it illustrates his significance	2
Identifies a role of the pharaoh that indicates his significance	1
Total	/6
Answer may include	
Any two of: <ul style="list-style-type: none"> the many King's titles and how they linked to his role and significance in the 18th dynasty the regalia the pharaoh wore that symbolised his importance in bringing both lands together the significance of the pharaoh's role regarding ma'at – the pharaoh must keep justice and order for Egypt. 	

Question 4 (6 marks)

Explain in detail why many historians believe Queen Ahhotep played a role in the expulsion of the Hyksos. Use evidence from her burial goods to support your answer.

Description	Marks
Explanation of why many historians believe Queen Ahhotep played a role in the expulsion of the Hyksos	
Explains in detail why many historians believe Queen Ahhotep played a role in the expulsion of the Hyksos	3
Outlines why many historians believe Queen Ahhotep played a role in the expulsion of the Hyksos	2
Makes general statements about why many historians believe Queen Ahhotep played a role in the expulsion of the Hyksos	1
Subtotal	/3
Use of evidence from burial goods	
Uses relevant evidence from her burial goods to support the answer	3
Uses some evidence from her burial goods to support the answer	2
Refers to evidence from her burial goods that may support the answer	1
Subtotal	/3
Total	/6

Answers may include

Explanations:

- Ahhotep's position in the royal family and relationship to Ahmose
- her possible role in the expulsion of the Hyksos.

Evidence for Ahhotep's role in the expulsion of the Hyksos:

- stele that include reference to Ahhotep and/or are dedicated to her
- the weapons she was buried with and their possible meaning
- the significance of the pendant she was buried with to the military and how it supports the idea that she was involved in the expulsion of the Hyksos.

Question 5**(6 marks)**

Identify and explain **two** pieces of evidence indicating that the pharaohs who ruled prior to Ahmose played a role in the expulsion of the Hyksos.

Description	Marks
Identification and explanation of evidence (3 x 2 marks)	
Identifies a relevant piece of evidence. Explains clearly how the piece of evidence may indicate that the pharaohs who ruled prior to Ahmose played a role in the expulsion of the Hyksos	3
Identifies a piece of evidence. Outlines in general terms how the piece of evidence may indicate that the pharaohs who ruled prior to Ahmose played a role in the expulsion of the Hyksos	2
Identifies a piece of evidence or makes general statements about the pharaohs who ruled prior to Ahmose and the expulsion of the Hyksos	1
Total	/6

Answers may include

The two pharaohs that may have been involved in the expulsion of the Hyksos prior to Ahmose are Seqenenre Tao II and Kamose.

Explanations:

- the letter sent by Apophis to Seqenenre Tao II and its possible meanings
- the three pieces of Kamose's commemorative steles that have survived and what they tell us about the expulsion of the Hyksos.

Ahmose's stele found at Karnak suggests he did not expel the Hyksos on his own and could also be identified as a piece of evidence.

Sample assessment task

Ancient History (Egypt) – ATAR Year 12

Task 6 – Unit 4

Assessment type:	Historical inquiry	
Conditions:	Part A – Historical inquiry	(23 marks)
	Two weeks	
	Students undertake an inquiry and create summary notes. Students must submit summary notes as part of the complete inquiry task at the conclusion of the in-class validation	
	Part B – In-class validation extended answer	(25 marks)
	To be written in 50 minutes	
	In class, under test conditions	
Task weighting:	10% of the school mark for this pair of units	

Part A: Historical inquiry **(23 marks)**

Conduct an in-depth inquiry into the nature and impact of the Amarna revolution on one element of Egyptian society. Students can select the element of society to be investigated or the teacher may allocate the element. Elements of society include:

- the governance of the state – the change of name to Akhenaten in c. Years 5–6; the movement of the capital city to Amarna; the possible moving of the state administration from Memphis to Amarna; the moving of the religious centre and the Palace Court to Amarna
- the economy – redirection of resources from the closure of the temples of Amun to Akhenaten’s projects
- architecture – the building program at Amarna; the change in temple architecture; the layout of the city of Akhetaten, including the evidence from the Amarna workers’ cemeteries
- religion – the impact of the new solar triad of Aten, Akhenaten and Nefertiti; the Hymns to the Aten
- art and religion – the portrayal of the human figure (Akhenaten, Nefertiti, Smenkhkare and the royal daughters and their activities).

Inquiry process

1. Devise a proposition. (2 marks)
2. Devise a set of focus questions to test your proposition. (3 marks)
3. Select and annotate a range of sources:
 - to provide accurate information and appropriate evidence (2 marks)
 - to provide different perspectives represented in the sources (2 marks)
 - including two relevant ancient sources. (2 marks)
4. The inquiry notes must:
 - use an appropriate note-making framework to take notes from the sources (2 marks)

- support the proposition or present an alternate view (2 marks)
 - address the focus questions (2 marks)
 - cover the key areas of your inquiry (2 marks)
 - contain correct citation of evidence. (2 marks)
5. Construct a bibliography according to your school's protocols. (2 marks)

Specific assessment criteria to guide preparation of inquiry notes are found in the marking key on the following pages.

Format

Summarise findings in a clear, organised framework, which must be confined to four sides of A4 or two sides of A3 paper.

Sample frameworks include:

- mind maps
- timelines
- retrieval charts
- tables
- graphic organisers.

Submit the framework, annotated sources and the bibliography at the same time as the in-class validation essay.

Marking key for sample assessment task 6 – Unit 4

Part A: Historical inquiry

Description	Marks
Proposition	
Devises a clear proposition to be tested	2
Devises a simple proposition to be tested	1
Subtotal	/2
Focus questions	
Devises a set of questions which clearly identifies the key areas of the topic and relates directly to the proposition or a part of it	3
Devises a set of questions which identify some areas of the topic and link to the proposition or part of it	2
Uses simple questions that may or may not link to the proposition or part of it	1
Subtotal	/3
Selection of sources	
Selects a range of sources: <ul style="list-style-type: none"> • providing accurate information and evidence appropriate to the inquiry • providing different perspectives • including at least two ancient sources appropriate to the inquiry 	5–6
Selects some sources: <ul style="list-style-type: none"> • providing some information and evidence appropriate to the inquiry • providing some different perspectives • including at least one ancient sources that may be appropriate to the inquiry 	3–4
Selects a few sources that: <ul style="list-style-type: none"> • provide limited information • show one perspective • include only modern sources that may or may not be appropriate to the inquiry 	1–2
Subtotal	/6
Inquiry notes	
Presents notes in a clear, ordered and succinct way using an appropriate note-making framework	2
Presents notes in some order	1
Subtotal	/2
Makes notes that support the proposition or present an alternate view	2
Makes notes that provide some support for the proposition or an alternative view	1
Subtotal	/2
Makes notes that address the focus questions	2
Makes notes that contain some links to the focus questions	1
Subtotal	/2

Makes notes that are relevant to key areas of the inquiry	2
Makes notes that relate to some areas of the inquiry	1
Subtotal	/2
Evidence is cited correctly in notes	2
Evidence is cited but with inaccuracies	1
Subtotal	/2
Bibliography	
Follows correct format according to school protocols	2
Follows a simple format, listing sources used	1
Subtotal	/2
Total	/23

Sample assessment task
 Ancient History (Egypt) – ATAR Year 12
 Task 6 – Unit 4

Assessment type:	Historical inquiry	
Conditions:	Part A – Historical inquiry	(23 marks)
	Two weeks	
	Students undertake an inquiry and create summary notes. Students must submit summary notes as part of the complete inquiry task at the conclusion of the in-class validation	
	Part B – In-class validation extended answer	(25 marks)
	To be written in 50 minutes	
	In class, under test conditions	
Task weighting:	10% of the school mark for this pair of units	

Part B: In-class validation extended answer (25 marks)

Instructions

Write an extended response to the following question.

‘The unifying characteristic of the regime was therefore change.’

Reeves, Nicholas. (2005). Akhenaten: Egypt’s False Prophet. Page 133.

With a particular focus on one element of Egyptian society during the Amarna period, argue either for or against the above quote by Nicholas Reeves.

Marking key for sample assessment task 6 – Unit 4

Part B: In-class validation extended answer

Question 1

(25 marks)

‘The unifying characteristic of the regime was therefore change.’

Reeves, Nicholas. (2005). Akhenaten: Egypt’s False Prophet. Page 133.

With a particular focus on one element of Egyptian society during the Amarna period, argue either for or against the above quote by Nicholas Reeves.

Description	Mark
Understanding of historical narrative/context	
Constructs a relevant, accurate and detailed historical 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 Addresses the question comprehensively	9
Constructs a relevant and detailed historical 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 Addresses the question	8
Constructs a relevant, historical 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 Addresses the question	7
Constructs a historical narrative 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 which 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 which 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 and/or the question/topic Attempts to address the question	3
Makes generalisations in relation to the historical narrative or the question/topic	2
Makes general, disjointed statements in relation to the historical narrative or the topic/question	1
Subtotal	/9
Historical terminology/concepts	
Uses appropriate historical terms and concepts to support the answer	2
Uses some historical terms in the answer	1
Subtotal	/2

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 that is often irrelevant or inaccurate	1
Subtotal	/7
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 Addresses the question	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 Addresses the question	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 of the response Addresses most aspects of the question	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 Attempts to answer the question	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
The specific points made in the response will depend on the societal element selected by the student.	

Sample assessment task

Ancient History (Egypt) – ATAR Year 12

Task 2 – Unit 3

Assessment type:	Extended answer
Conditions:	Total marks: 25 marks Time for the task: 50 minutes An unseen question, in class, under test conditions
Task weighting:	10% of the school mark for this pair of units

Instructions

Write a structured response to all parts of the question below.

Question 1 (25 marks)

- (a) Describe the key features of the tomb biographies of Ahmose, son of Ebana, and Ahmose Pennekhbet. (4 marks)
- (b) Outline **three** key pieces of information the tomb biographies provide about the organisation and composition of the Egyptian military. (6 marks)
- (c) Discuss the importance of the military in the expansion and maintenance of the Egyptian Empire. Support your answer with reference to ancient source material. (15 marks)

Marking key for sample assessment task 2

Question 1

(25 marks)

- (a) Describe the key features of the tomb biographies of Ahmose, son of Ebana, and Ahmose Pennekhbet. (4 marks)

Description	Marks
For the key features of Ahmose, son of Ebana, and Ahmose Pennekhbet tomb biographies (2 x 2 marks)	
Describes the key features of the tomb biographies	2
Identifies some of the features of the tomb biographies	1
Subtotal	/4
Answers could include	
Key features of the biographies: <ul style="list-style-type: none"> the time period when Ahmose, son of Ebana, and Ahmose Pennekhbet lived and which pharaohs they served the important features of the time period that are described in the biographies, e.g. battles and how they were fought; territory captured how each man was rewarded and/or their career progression. 	

- (b) Outline **three** key pieces of information the tomb biographies provide about the organisation and composition of the Egyptian military. (6 marks)

Description	Marks
For each piece of information provided by the tomb biographies about the Egyptian military (3 x 2 marks)	
Outlines a piece of information provided by the tomb biographies about the Egyptian military	3
Identifies a piece of information provided by the tomb biographies about the Egyptian military	2
Makes general statements regarding the information about the Egyptian military	1
Subtotal	/6
Answers may include	
<ul style="list-style-type: none"> the list of rewards available to career soldiers as seen through both tomb biographies the key role provided by the navy within the military different positions within the military both biographies stress the important role the pharaoh played, as leader of the military and as warrior pharaoh. 	

- (c) Discuss the importance of the military in the expansion and maintenance of the Egyptian Empire. Support your answer with reference to ancient source material. (15 marks)

Description	Marks
Argument/discussion and structure	
Constructs a sustained, logical and analytical argument/discussion in relation to the importance of the military in the expansion and maintenance of the Egyptian Empire 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 importance of the military in the expansion and maintenance of the Egyptian Empire 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 importance of the military in the expansion and maintenance of the Egyptian Empire Presents a proposition that articulates the direction of the response and provides a summary at the conclusion	5
Constructs an argument/discussion in relation to the importance of the military in the expansion and maintenance of the Egyptian Empire Presents a proposition that articulates the direction of the response and provides some concluding statements	4
Presents some simple argument/discussion in relation to the importance of the military in the expansion and maintenance of the Egyptian Empire 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 importance of the military in the expansion and maintenance of the Egyptian Empire or Presents a statement about the topic and some points/information in relation to the importance of the military in the expansion and maintenance of the Egyptian Empire	2
Makes general, disjointed statements in relation to the topic/question	1
Subtotal	/7
Use of historical narrative, terminology, evidence/sources	
Uses relevant historical narrative, terminology and evidence with accuracy and detail throughout the response Makes effective reference to relevant ancient and/or modern sources to provide support for the argument/viewpoint	8
Uses relevant historical narrative, terminology and evidence with accuracy and detail throughout the response Refers to ancient and/or modern sources at points where it provides support for the argument/viewpoint	7
Uses relevant historical narrative, terminology and evidence with accuracy throughout the response Refers to ancient and/or modern sources at points to provide some support for the argument/viewpoint	6
Uses historical narrative, terminology and evidence in the response Makes some reference to ancient and/or modern sources in the response	5
Uses some historical narrative, terminology and/or evidence in the response Makes some reference to ancient or modern sources in the response	4
Presents some historical narrative or evidence Refers to this evidence but with inaccuracies	3
Presents some limited historical narrative or evidence with inaccuracies Makes an attempt to refer to some of this evidence	2
Presents minimal historical narrative or evidence which is often irrelevant or inaccurate.	1
Subtotal	/8
Total	/15

Answers may include

- the need to expel the Hyksos saw the growing need for the military to be well equipped and a permanent force
- the role of the military in the expulsion of the Hyksos and in Egypt expanding into Palestine and Syria
- the move in foreign policy from one of isolationism to one of Empire and the relationship to the expulsion of the Hyksos
- evidence suggests that some of the early 18th dynasty pharaohs, such as Amenhotep I and Tuthmosis I, undertook a policy of deliberate expansion and later pharaohs built on their success
- the image of the king as warrior pharaoh and the promotion of this idea, it's linking to the concept of ma'at, and new military roles all give support to the idea that the military was important in this time period
- the military also played an important role in the control of Nubia and Palestine, which gave Egyptians a sense of security, access to resources, and helped pharaohs to further advertise their warrior pharaoh status
- building fortresses and stationing garrisons at the outposts of Egypt's empire was important in the maintenance of the empire, to maintain an influence and exert pressure.

Acknowledgements

Sample assessment task 1 – Unit 3

Question 4: Délié, H., & Béchard, I. (1872). [Photograph of jewels and weapons of queen Ahhotep]. Retrieved February, 2024, from <https://gallica.bnf.fr/ark:/12148/btv1b8626090c/f142.item.zoom>

Sample assessment task 6 – Unit 4

Part B: Question 1: Reeves, N. (2005). *Akhenaten: Egypt's False Prophet*, p.133 [Quote]. Thames & Hudson.

Resources list

- Bard, K. (2007). *An Introduction to the Archaeology of Ancient Egypt*. Malden, USA: Blackwell Publishing Ltd.
- Bradley, P. (1999). *Ancient Egypt: Reconstructing the past*. Cambridge, UK: Cambridge University Press.
- Lawless, J., et al. (2010). *Studies in Ancient Egypt*. South Melbourne, Aus: Nelson Cengage Learning Australia.
- Reeves, Nicholas. (2005). *Akhenaten: Egypt's False Prophet*. Thames & Hudson.
- Shaw, I. (2000). *The Oxford history of Ancient Egypt*. Oxford, UK: Oxford University Press.
- Wilkinson, R.H. (2003). *The complete gods and goddesses of Ancient Egypt*. London, UK: Thames & Hudson.