

History Level 7

End-of-level review

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Contents

Section	Page
End-of-level review	2
Marking guide	15

End-of-level review

This paper reviews everything in your History Level 7 workbook — all six chapters, all thirty-two sections. It is a school-designed paper written for your class. It is **not** a VCAA exam and VCAA has not approved it, and there is no time to beat: the suggested time is a guide, not a limit. The paper has **32 questions in six parts**, worth a total of **90 marks**.

What is assessed

All 32 content descriptions this book teaches:
VC2HH8K01–VC2HH8K05, VC2HH8K12–
VC2HH8K18, VC2HH8K19–VC2HH8K23,
VC2HH8K24–VC2HH8K28 and VC2HH8S01–
VC2HH8S10

Total marks

90

Suggested time

120 minutes (about two lessons)

You will need

This paper, your workbook (Chapters 1–6), a pencil and a ruler

How to use this paper

- Work through the parts in order, and answer every question in the ruled space provided.
- This is an **open-book** paper. Many questions ask you to use a figure, a table, a worked example or a source from your workbook — the question always tells you where to look.
- Words like *explain* and *using* mean full sentences with evidence from the book: a named fact, a date or a figure — not just an opinion.
- On questions where reasonable people disagree — contested terms, rankings, the death-toll questions — marks go to the quality of your reasoning, never to the side you reach. Two students who reach opposite conclusions can both earn full marks.

Part 1 — Overview: Levels 7 and 8

Chapter 1 · sections 1A–1E · Questions 1–5 · 15 marks

Question 1 (1A, VC2HH8K01) [3 marks]. Evidence for human origins and migration.

(a) The radiocarbon chart in section 1A shows how much carbon-14 is left in a sample as time passes. A bone sample has 25 per cent of its carbon-14 left. How old is the sample, and how do you know? **[1 mark]**

(b) Using section 1A, give **two** lines of evidence that support the view that early humans first appeared in Africa, and name the evidence each line rests on. **[2 marks]**

Question 2 (1B, VC2HH8K02) [3 marks]. The first societies.

(a) Section 1B sets out a cause chain that begins with farming. State what comes after farming in the chain, in order, up to towns, trade and laws. **[1 mark]**

(b) Section 1B compares the code of Ur-Nammu (c. 2100–2050 BCE) with the edicts of Ashoka (c. 260 BCE). Give **one way they were alike** and **one way they differed**. **[2 marks]**

Question 3 (1C, VC2HH8K03) [3 marks]. Methods of evidence — and conserving the past.

(a) Section 1C gives a rule for matching a question to a method of evidence. Which method should be used for a question about whether people buried in a cemetery were related to one another, and which for a question about what a village grew and ate? **[1 mark]**

(b) Explain why Abu Simbel was cut into 1 036 blocks and rebuilt on higher ground in the 1960s. Give the cause, and one dated step in the rescue. **[1 mark]**

(c) The table of six World Heritage sites in section 1C shows that all six meet one of the ten criteria. Which criterion do all six meet? **[1 mark]**

Question 4 (1D, VC2HH8K04) [3 marks]. Change from 600 to 1750 CE.

(a) Section 1D gives four questions for judging the significance of a development. Using them, explain why the spread of printing from c. 1450 ranks as one of the most significant developments of this period. **[2 marks]**

(b) State one way the ideas behind Magna Carta (1215) still reach systems of government today. **[1 mark]**

Question 5 (1E, VC2HH8K05) [3 marks]. The pre-modern world — features and contested words.

(a) Section 1E lists six features of pre-modern societies (c. 600–1750). State **two** of them. **[1 mark]**

(b) Explain why *feudalism* is a contested term, naming one historian and their view. **[1 mark]**

(c) Section 1E describes how Mongol society ranked people. Explain one way this challenges the “rigid hierarchy” feature of the pre-modern world. **[1 mark]**

Part 2 — the ancient line

Chapter 2 · sections 2A–2G · Questions 6–11 · 15 marks

Question 6 (2A, VC2HH8K12) [2 marks]. The Nile.

(a) Explain why Herodotus (c. 440 BCE) called Egypt “the gift of the river”, using the cause chain in section 2A. **[1 mark]**

(b) The nilometer measured the flood in cubits. Explain why a reading of 12 cubits worried Egyptian officials, and what a reading of 17 cubits meant. **[1 mark]**

Question 7 (2B, VC2HH8K13) [3 marks]. Egyptian society and its groups.

(a) Papyrus Lansing (c. 1350 BCE) records the scribe Nebmare-nakht calling the soldier’s life “the lowest of the low”. Using section 2B, explain why historians should not take this as fact about where soldiers actually stood. **[1 mark]**

(b) Give **two** pieces of evidence from section 2B that challenge the claim that Egypt’s great monuments were built by slaves. **[2 marks]**

Question 8 (2C, VC2HH8K14) [2 marks]. Death and the afterlife.

(a) In the weighing-of-the-heart scene (shown on the Papyrus of Hunefer, c. 1275 BCE), state what Anubis, Thoth and Osiris each do. **[1 mark]**

(b) Section 2C traces texts for the afterlife from the Pyramid Texts to the Coffin Texts to the Book of the Dead. Explain one way access to the afterlife “opened up” across these texts — and one reason a historian might question that word. **[1 mark]**

Question 9 (2D, VC2HH8K15) [2 marks]. Turning point — the Old Kingdom breaks down.

(a) Using section 2D, explain how a drier climate from c. 2200 BCE helped bring down the Old Kingdom. Follow the chain from climate to divided rule. **[1 mark]**

(b) Ankhtifi’s tomb inscription at Mo’alla says “all of Upper Egypt was dying of hunger” and “I gave bread to the hungry”. Explain one reason historians should handle these words with care. **[1 mark]**

Question 10 (2E–2F, VC2HH8K16, VC2HH8K17) [3 marks]. Conflict, treaty — and a significant pharaoh.

(a) Section 2E says the result of the Battle of Kadesh (1274 BCE) is contested. Explain why. **[1 mark]**

(b) The treaty with Hattusili III (c. 1259 BCE) is often called the first written peace treaty. Give one piece of evidence from section 2E that it was real and binding on both sides. **[1 mark]**

(c) Using the six criteria in section 2F (power, change, reach, time, evidence, memory), explain one reason Rameses II is judged a significant individual. Name the criterion you are using. **[1 mark]**

Question 11 (2G, VC2HH8K18) [3 marks]. Readings of the Great Pyramid.

(a) In the timeline of readings in section 2G, what did Merer’s diary (found in 2013) add that Herodotus (c. 440 BCE) did not have? **[1 mark]**

(b) What did the ScanPyramids team announce in 2017, and how did they find it without cutting into the pyramid? **[1 mark]**

(c) Section 2G asks “a source of what?” about Herodotus. Explain what his pages are weak evidence for, and strong evidence for. **[1 mark]**

Part 3 — Europe and the Mediterranean, 600–1750 — depth

topic: Medieval Europe

Chapter 3 · sections 3A–3E · Questions 12–16 · 15 marks

Question 12 (3A, VC2HH8K19) [3 marks]. Continuity and change in medieval Europe.

(a) Give one way the Church carried the ancient world forward into medieval Europe, using section 3A. **[1 mark]**

(b) Using section 3A, explain how the Black Death shifted the balance between lords and peasants. **[1 mark]**

(c) Section 3A warns that the figure “about one-third died” needs care. Explain why. **[1 mark]**

Question 13 (3B, VC2HH8K20) [3 marks]. Events, developments and consequences.

(a) Section 3B sorts the past into **events** and **developments**. Sort these two items from section 3B, and say which is which: the Battle of Hastings (14 October 1066); the great migrations into western and central Europe (c. 370–700). **[2 marks]**

(b) Give **two** consequences of the Norman conquest for England, using section 3B. **[1 mark]**

Question 14 (3C, VC2HH8K21) [3 marks]. Rulers and ruled after the plague.

(a) What did the Statute of Labourers (1351) order about wages and work, and whom did it serve? **[2 marks]**

(b) Using section 3C, explain one reason the Peasants' Revolt of 1381 ended in failure. **[1 mark]**

Question 15 (3D, VC2HH8K22) [3 marks]. The Church and four individuals.

(a) The *Rule of St Benedict* (c. 530 CE) shaped how monasteries treated the sick and guests. State what chapter 36 and chapter 53 of the Rule each ordered. **[1 mark]**

(b) Give one service the Church provided to medieval society, with a named, dated example from section 3D. **[1 mark]**

(c) Using one of the four judging questions in section 3D, explain one reason Hildegard of Bingen is judged significant. **[1 mark]**

Question 16 (3E, VC2HH8K23) [3 marks]. Myths, tests and interpretations.

(a) Section 3E gives five questions for testing a story such as King Arthur. Apply **one** of them to the Arthur trail in section 3E and state what it shows. **[2 marks]**

(b) What did the DNA tests on teeth from the London plague burial ground confirm, as section 3E reports? **[1 mark]**

Part 4 — Asia and the Pacific, 600–1750 — depth topic:

Mongol expansion

Chapter 4 · sections 4A–4E · Questions 17–21 · 15 marks

Question 17 (4A, VC2HH8K24) [3 marks]. Life on the steppe, and the rise of Temujin.

(a) Using section 4A, explain why herding (a nomadic way of life) suited the steppe better than farming did. **[1 mark]**

(b) Explain **two** ways Temujin's early life shaped how he ruled after the kurultai of 1206. **[2 marks]**

Question 18 (4B, VC2HH8K25) [3 marks]. Causes of the Mongol expansion.

(a) What happened at Otrar in 1218, and why did it lead to war with the Khwarezm Shah? **[2 marks]**

(b) Explain how the yam relay helped hold the Mongol empire together. **[1 mark]**

Question 19 (4C, VC2HH8K26) [3 marks]. Ruling Yuan China.

(a) Name the four ranked classes of Yuan society, in order from highest. **[1 mark]**

(b) Explain one reason Kublai Khan gave money and trade posts to *semu* administrators such as Ahmad Fanakati, rather than keeping every post for Mongols. **[1 mark]**

(c) Give one way Kublai Khan built **authority** as a Chinese emperor, not only **power** as a Mongol khan. **[1 mark]**

Question 20 (4D, VC2HH8K27) [3 marks]. Two khans, two leadership styles.

(a) Using the comparison table in section 4D, state **one way the leadership styles of Genghis Khan and of Kublai Khan were alike** and **one way they differed**. Keep the two separate, as worked example 1 in section 4D does. **[2 marks]**

(b) Section 4D says *success* is contested. State the two ways it measures the success of a khan. **[1 mark]**

Question 21 (4E, VC2HH8K28) [3 marks]. Weighing the death tolls.

(a) Juvaini records that 1 747 000 heads were counted after Nishapur fell in April 1221. Apply **two** of the four plausibility cross-checks in section 4E to this number, and state what each shows. **[2 marks]**

(b) Section 4E gives two readings of the fall in China's recorded population from c. 120 million (c. 1200) to c. 60 million (c. 1300). State what Reading 2 (the records) claims, and name one historian who supports it. **[1 mark]**

Part 5 — Skills: questions, chronology and sources

Chapter 5 · sections 5A–5F · Questions 22–27 · 15 marks

Question 22 (5A, VC2HH8S01) [2 marks]. Historical questions.

(a) Section 5A tests questions with three tests. Using the tests, explain why “*What colour was Khufu's favourite boat?*” is not a historical question. **[1 mark]**

(b) In the review-loop example in section 5A, a student researching the pyramids expects to find how the stones were lifted, but Merer's logbook shows boats and river trips instead. Explain what the student should do next, and why. **[1 mark]**

Question 23 (5B, VC2HH8S02) [3 marks]. Chronology.

(a) Which is older: 3000 BCE or 500 BCE? State the rule from section 5B that gives the answer. **[1 mark]**

(b) Using the coexistence chart in section 5B, name **two** societies that were both alive in 500 BCE, and **one pair** that never coexisted at all. **[1 mark]**

(c) A student draws a scaled timeline of 3000 BCE to 0, at a scale of 1 cm = 500 years. How far from the start should they mark 1500 BCE? Show your working. **[1 mark]**

Question 24 (5C, VC2HH8S03) [2 marks]. Features, content and context.

(a) Section 5C separates features, content and context. State which of the three are *in* the source and which is the world *around* it, and give the ash example that shows why context matters. **[1 mark]**

(b) Using the Troy cross-section in section 5C, give **two** pieces of evidence in the Troy VIIa layer that suggest the city was captured and destroyed, and say what each shows. **[1 mark]**

Question 25 (5D, VC2HH8S04) [3 marks]. The value of sources.

(a) Section 5D says of Merer's diary: "*The source did not change; the question did.*" Explain what this means, using the three questions the section asks of the diary. **[2 marks]**

(b) Section 5D tests claims as fact claims or opinion claims. Classify each, and name the test that decides: (i) "*Some gladiators wore helmets.*" (ii) "*All gladiators were brave.*" **[1 mark]**

Question 26 (5E, VC2HH8S05) [3 marks]. Voices and perspectives.

(a) Using the volume scale in section 5E, explain why the workers of Deir el-Medina count as a “quiet” voice — and why quiet does not mean silent. **[1 mark]**

(b) Section 5E compares Boccaccio’s *Decameron* with Matteo Villani’s chronicle on Florence in 1348. Apply the three checks in section 5E, and state the verdict the section reaches on Boccaccio. **[2 marks]**

Question 27 (5F, VC2HH8S06) [2 marks]. Interpretations and debates.

(a) Section 5F tests Herodotus’s pyramid claims one by one. State one claim of his that modern evidence **supports**, and one that it **challenges**. **[1 mark]**

(b) Section 5F’s Valladolid case (1550–1551) ends: “the peoples debated had no voice”. Explain what this shows about sorting consequences into positive and negative, using the section’s line about who does the weighing. **[1 mark]**

Part 6 — Skills: analysis and communicating

Chapter 6 · sections 6A–6D · Questions 28–32 · 15 marks

Question 28 (6A, VC2HH8S07) [3 marks]. Continuity and change: what stayed, what shifted.

(a) Using the word bank in section 6A, label the Black Death’s arrival in Europe (1347–1351) with **one rate word**, **one extent word**, and say whether it was a turning point. **[1 mark]**

(b) Using the four lanes in section 6A, give **one social** and **one economic** change the Black Death brought, and **one thing that continued** through it. **[2 marks]**

Question 29 (6B, VC2HH8S08) [3 marks]. Causes and consequences.

(a) Section 6B separates a **trigger** from a **long-term cause**. Define each, and give the dated Mongol example of each from section 6B. **[1 mark]**

(b) Using the sequence chart in section 6B, explain why plague (1347–51) → Statute of Labourers (1351) → Peasants' Revolt (1381) are cause links, but Magna Carta (1215) → Peasants' Revolt (1381) is not. **[2 marks]**

Question 30 (6C, VC2HH8S09) [2 marks]. Analysing significance.

(a) Name **two** of the five criteria section 6C quotes from the curriculum, and state the question each one asks. **[1 mark]**

(b) Section 6C says two students who hand in opposite rankings can both earn full marks. Explain why, and state what would earn a low mark. **[1 mark]**

Question 31 (6D, VC2HH8S10) [3 marks]. Constructing interpretations.

(a) State the three date conventions section 6D requires of historians' writing. **[1 mark]**

(b) Using the Bayeux Tapestry source card (Figure 4) in section 6D, state one thing the tapestry can show about the Battle of Hastings, and one limit of it as evidence. **[1 mark]**

(c) Section 6D sorts historical writing into four kinds. Label each sentence: (i) *"The Nile flooded each year and left rich black silt, so Egyptian farms grew wheat with little rain."* (ii) *"In 1206 the leaders of the steppe met at a great gathering and made Temujin ruler, with the title Genghis Khan."* **[1 mark]**

Question 32 (6B, VC2HH8S08, drawing on Chapters 2–4) [4 marks]. Cross-chapter synthesis — the end-of-book skill.

This book has followed trade and contact routes in three chapters: Egypt’s Mediterranean world (Chapter 2), Mongol Eurasia (Chapter 4), and the plague that travelled the roads between them (Chapters 3–4). Write one answer of about 150–200 words that does all four of the following.

(a) Give one **dated** example from Chapter 2 of contact that joined Egypt to other societies, and say what moved along it. **[1 mark]**

(b) Give one **dated** example from Chapter 4 of the Mongol empire growing connections across Eurasia, and name one thing — goods, knowledge or people — that moved. **[1 mark]**

(c) Explain one **unintended consequence** of those connections, using the cause-and-consequence language of Chapter 6. **[1 mark]**

(d) Section 4E sets out two readings of the Mongol legacy: catastrophe, and connection. Set out **one** reading at its strongest, and say what your answer in (c) suggests about weighing the two. Marks go to your reasoning, not to the side you reach. **[1 mark]**

End of paper — total 90 marks. The marking guide and fully-worked solutions are in the pages that follow.

Marking guide

These notes and the mark tables apply to the end-of-level review paper (32 questions, **90 marks**). The fully-worked solutions follow, in the same order as the paper.

How marks are awarded

- Marking is **point-based**. The wording in the solutions is a model, not the only acceptable answer: award the mark when the student's point is there, in their own words.
- Spelling and grammar do not lose marks unless the meaning is lost. Dates may be given as the book gives them, with "c." or "about" — accept the book's rounded figures.
- This is an open-book paper. Where a question names a figure, table, worked example or source (for example "the comparison table in section 4D"), the answer should draw on that item; the same fact recalled from another section of the book also earns the mark.
- Where a question says "as section X defines/tests it", award the mark for that section's working meaning. A definition from a different section does not earn the mark.
- On contested questions — above all Questions 20, 21, 30 and 32 — marks go to the **reasoning, never the conclusion**. Two students who reach opposite conclusions can both earn full marks. A conclusion that does not follow from the student's own evidence earns no conclusion mark.
- Where a question asks the student to rank, weigh or judge, award marks for criteria named, evidence dated, and the other side steelmanned — not for the order reached.

Marks by part

Part	Chapter	Questions	Marks
1	Overview: Levels 7 and 8	1–5	15
2	the ancient line	6–11	15
3	Europe and the Mediterranean, 600–1750 — Medieval Europe	12–16	15
4	Asia and the Pacific, 600–1750 — Mongol expansion	17–21	15
5	Skills: questions, chronology and sources	22–27	15
6	Skills: analysis and communicating	28–32	15
Total		32 questions	90

Totals: Historical Knowledge and Understanding (VC2HH8K01–VC2HH8K05, VC2HH8K12–VC2HH8K18, VC2HH8K19–VC2HH8K23 and VC2HH8K24–VC2HH8K28, Parts 1–4) — **60 marks**; Historical Concepts and Skills (VC2HH8S01–VC2HH8S10, Parts 5–6) — **30 marks**. Every one of the 32 content descriptions this book teaches is assessed at least once.

Marks question by question

Q	Section	Content description	Marks	Marks per part
1	1A	VC2HH8K01	3	a 1 · b 2
2	1B	VC2HH8K02	3	a 1 · b 2
3	1C	VC2HH8K03	3	a 1 · b 1 · c 1
4	1D	VC2HH8K04	3	a 2 · b 1
5	1E	VC2HH8K05	3	a 1 · b 1 · c 1

Q	Section	Content description	Marks	Marks per part
6	2A	VC2HH8K12	2	a 1 · b 1
7	2B	VC2HH8K13	3	a 1 · b 2
8	2C	VC2HH8K14	2	a 1 · b 1
9	2D	VC2HH8K15	2	a 1 · b 1
10	2E–2F	VC2HH8K16 + VC2HH8K17	3	a 1 · b 1 · c 1
11	2G	VC2HH8K18	3	a 1 · b 1 · c 1
12	3A	VC2HH8K19	3	a 1 · b 1 · c 1
13	3B	VC2HH8K20	3	a 2 · b 1
14	3C	VC2HH8K21	3	a 2 · b 1
15	3D	VC2HH8K22	3	a 1 · b 1 · c 1
16	3E	VC2HH8K23	3	a 2 · b 1
17	4A	VC2HH8K24	3	a 1 · b 2
18	4B	VC2HH8K25	3	a 2 · b 1
19	4C	VC2HH8K26	3	a 1 · b 1 · c 1
20	4D	VC2HH8K27	3	a 2 · b 1
21	4E	VC2HH8K28	3	a 2 · b 1
22	5A	VC2HH8S01	2	a 1 · b 1
23	5B	VC2HH8S02	3	a 1 · b 1 · c 1
24	5C	VC2HH8S03	2	a 1 · b 1
25	5D	VC2HH8S04	3	a 2 · b 1
26	5E	VC2HH8S05	3	a 1 · b 2
27	5F	VC2HH8S06	2	a 1 · b 1
28	6A	VC2HH8S07	3	a 1 · b 2
29	6B	VC2HH8S08	3	a 1 · b 2
30	6C	VC2HH8S09	2	a 1 · b 1
31	6D	VC2HH8S10	3	a 1 · b 1 · c 1
32	6B	VC2HH8S08 (Chapters 2–4)	4	a 1 · b 1 · c 1 · d 1

Solutions

Fully-worked solutions, in the same order as the paper. The marks for each part are shown in square brackets.

Part 1 — Overview: Levels 7 and 8

Question 1 (1A, VC2HH8K01) [3 marks]

(a) 25 per cent left means two half-lives have passed: half-life one leaves 50 per cent at 5 730 years, half-life two leaves 25 per cent at 11 460 years. The sample is about **11 460 years old**. (This is worked example 1 in section 1A.) [1 mark for the age, with the two-half-life reasoning]

(b) Any two of the book's five lines of evidence, each with its evidence named:

- **Fossils:** the oldest known *Homo sapiens* fossils come from Jebel Irhoud, Morocco — about 300 000 years old (dated by Jean-Jacques Hublin's team, announced 2017; Source card A in section 1A).
- **Genetics:** studies of mtDNA — the DNA passed from mothers to children — trace all living humans back to one woman who lived in Africa about 150 000 years ago (Cann, Stoneking and Wilson, 1987).
- **Tools and early sites:** the oldest stone tools (about 2.4 million years old) and the oldest hominin fossils are in Africa; the oldest human remains outside Africa — Dmanisi, Georgia, about 1.8 million years old — are later than Africa's.
- **Neanderthal DNA:** people outside Africa carry 1–4 per cent Neanderthal DNA (Green and colleagues, *Science*, 2010), which fits a small group leaving Africa and meeting older human groups on the way.

[2 marks: 1 for each line of evidence, provided the supporting item is named]

Question 2 (1B, VC2HH8K02) [3 marks]

(a) Farming → **surplus** → **villages** → **new kinds of jobs** → towns, trade and laws. [1 mark for the chain in order; accept "specialisation" or "new jobs" for the fourth step]

(b) Model answers (worked example 2 in section 1B sets out the comparison):

- **Similarity:** both were written rules given by a ruler for the people they ruled, and both survive — each is evidence about its own society. (1 mark)
- **Difference:** the code of Ur-Nammu is older — the oldest surviving law code (c. 2100–2050 BCE, city of Ur, written in cuneiform, with payments in silver) — while Ashoka's edicts (c. 260 BCE, Maurya empire) were carved on rock faces and pillars across a whole empire, preaching kindness and respect for other beliefs. Any one dated difference earns the mark. (1 mark)

[2 marks: 1 for the similarity; 1 for the difference]

Question 3 (1C, VC2HH8K03) [3 marks]

(a) Relatedness → **DNA testing**, because DNA carries the body's relationships (and signs of disease). What a village grew and ate → **plant and animal remains**. [1 mark for both matches]

(b) Cause: the Aswan High Dam (built 9 January 1960 – 21 July 1970) created Lake Nasser, whose waters would flood Nubia — including Abu Simbel. One dated step: the UNESCO rescue appeal began in 1959; or the temple was cut into 1 036 blocks and rebuilt 65 metres higher between 1964 and 1968. [1 mark for cause plus one dated step]

(c) Criterion (iii). [1 mark]

Question 4 (1D, VC2HH8K04) [3 marks]

(a) Section 1D's four significance questions: how many lives changed at the time; how long the effects lasted; whether it still matters today; how much change it caused. A model answer uses at least two: printing from c. 1450 made books far cheaper, so learning spread to thousands of people across Europe (how many lives changed at the time); and its effects lasted — cheap printed words lead straight to our books, schools and newspapers today (whether it still matters today). [2 marks: 1 for naming/using at least two of the criteria; 1 for dated evidence applied through them]

(b) The parliaments of 1265 and 1295 grew from Magna Carta's idea that even the king is under the law, and that idea lives on in the Westminster system of government that Australia's democracy follows today. [1 mark for any one link in that chain, dated or not]

Question 5 (1E, VC2HH8K05) [3 marks]

(a) Any two of the six features: agrarian economies; growing towns; limited division of labour; rigid hierarchy; trade (Silk Road, Indian Ocean); faith at the centre of life. [1 mark for two named features]

(b) *Feudalism* is a label historians made long afterwards, not a word medieval people used; E. A. R. Brown called it "the tyranny of a construct" (*The Tyranny of a Construct*, 1974) — a modern idea fitted onto a messy past. Accept any answer that says the term is a historians' construct and names Brown (or the debate). [1 mark]

(c) The Mongols ranked people by **skill and loyalty, not birth** — and women ran camps and herds and were respected (Sorghaghtani Beki advised her sons, who became khans). That does not fit a rigid ladder fixed by birth. [1 mark for the contrast, with one named detail]

Part 2 — the ancient line

Question 6 (2A, VC2HH8K12) [2 marks]

(a) Model answer: the flood that came each year (the inundation, July–November) left rich black silt, so crops grew without manure or much rain → surplus → scribes, taxes and granaries → shared works → dynasty. Without the river there is no Egypt: flood → silt → crops → surplus → state. [1 mark for a chain of at least three linked steps ending in society/state]

(b) 12 cubits = the flood too low: poor harvest, hunger, less tax. 17 cubits = the best: plenty. Nilometer readings also **set the tax level** — the state measured the flood to work out what it could collect. [1 mark for both readings explained, or one reading plus the tax link]

Question 7 (2B, VC2HH8K13) [3 marks]

(a) It is **one scribe's opinion**, written in a school text to praise the scribe's own job and persuade students to take it. An opinion claim tells you about the person who holds it; it needs checking against other evidence before anyone treats it as fact about soldiers' standing. [1 mark for opinion/purpose plus the checking point]

(b) Any two:

- The **grain strike of c. 1170 BCE** (reign of Ramesses III): paid workers at Deir el-Medina sat down outside the temples when their grain pay was late, saying "We are hungry" — the first recorded strike. Slaves are not paid wages; these workers were, and they complained out loud and were listened to.
- **Mark Lehner's workers' settlement at Giza**: houses, bakeries and cattle and sheep bones show monument builders housed and given food by the state — a workforce organised and provisioned, not a slave gang.

[2 marks: 1 for each piece of evidence, with the reasoning that challenges the slave label]

Question 8 (2C, VC2HH8K14) [2 marks]

(a) **Anubis** checks the scales; **Thoth** records the result; **Osiris** gives the verdict. (Ammit waits to devour a heavy heart.) [1 mark for all three roles; accept two of three for the mark only if the third is not contradicted — otherwise half-credit is not available: award or withhold]

(b) Opening up: the **Pyramid Texts** (c. 2400–2300 BCE) were for the king alone; the **Coffin Texts** (c. 2100) extended them to wealthy officials; the **Book of the Dead** (c. 1550) was written on papyrus that officials and scribes could buy. Questioning the word: access still required money — John Taylor’s “opening up” reading (2010) sits against the “only if you could pay” reading; the afterlife may have widened mainly to the people who could afford it. [1 mark for the sequence plus the counter-reading]

Question 9 (2D, VC2HH8K15) [2 marks]

(a) Drier climate from c. 2200 BCE → poor or failed Nile floods → granaries empty → the king cannot feed the people → the centre loses grip → rule divides between rival kings — Herakleopolis (and Memphis) in the north, Thebes in the south — the First Intermediate Period, c. 2181–2055 BCE. [1 mark for a chain of at least three steps from climate to divided rule]

(b) It is a **primary source, but self-praising**: Ankhtifi wrote it on his own tomb to present himself as the saviour of a starving land. A boast carved for his own memory may exaggerate the hunger or his generosity; it must be cross-checked (for example against the Palermo Stone’s flood records, climate studies, or the Admonitions of Ipuwer — itself poetry with a purpose). [1 mark for self-praise/purpose plus any checking point]

Question 10 (2E–2F, VC2HH8K16 + VC2HH8K17) [3 marks]

(a) Both sides claimed victory: Ramesses II’s records say Egypt won; the Hittite side kept Kadesh. Trevor Bryce’s reading: Egypt won the day on the battlefield, but the Hittites kept the city — so “who won” depends on what you count. [1 mark for both-claimed-victory plus the Bryce resolution or equivalent]

(b) **Both copies survive and match** — a hieroglyphic version at Thebes and a cuneiform version at Hattusa — so each side can be checked against the other. (A copy also hangs at the United Nations.) [1 mark for either point]

(c) Any one criterion applied with evidence: **power** — ruled c. 66 years (1279–1213 BCE), one of the longest reigns in the book; **change/reach** — Abu Simbel, the Ramesseum, the new capital Pi-Ramesses, an empire with a buffer zone; **memory** — his Kadesh account survives, and his treaty is still remembered. [1 mark for a named criterion plus dated evidence applied through it]

Question 11 (2G, VC2HH8K18) [3 marks]

(a) Merer’s diary is a **primary record from inside Khufu’s reign** (years 26–27): it logs boatloads of fine white limestone — about 30 blocks of 2–3 tonnes per trip — carried from Tura to Giza (“Horizon of Khufu”) on roughly a ten-day round trip. Herodotus wrote about 2 100 years later, from what he was told; Merer was there, keeping accounts. [1 mark for first-hand/inside-the-reign versus late/second-hand, with one detail from the diary]

(b) The team announced a **“Big Void” at least 30 metres long** inside the Great Pyramid (*Nature*, 2 November 2017), found by **muon tomography** — tracking particles from space through the stone, so nothing had to be cut. (The 2023 follow-up, in *Nature Communications*, measured a North Face Corridor about 9 m long.) [1 mark for the void plus the method]

(c) Weak evidence for **how the pyramids were built** — he is a secondary source for that question (too late, and his slave-gang numbers are not supported). Strong evidence for **what Greeks of his own time believed about Egypt** — for that he is a primary source. A source is always a source *of something*. [1 mark for both halves]

Part 3 — Medieval Europe

Question 12 (3A, VC2HH8K19) [3 marks]

- (a) Monastic scribes **copied Greek, Roman and Arab texts** into illuminated manuscripts — without their work much of the ancient world's writing would not have survived. That survival is continuity. [1 mark for copying/survival named as continuity]
- (b) So many people died (perhaps a third, estimates vary) that **workers became scarce**; survivors could ask for better pay and conditions, and lords had to compete for labour — the balance shifted toward the peasants. [1 mark for shortage → better pay/balance shift]
- (c) The estimates lean on **church and parish records**, which are uneven: some parishes recorded carefully, others thinly, and survival varies by place; different historians reach different numbers from the same kinds of records. A single Europe-wide figure hides local variation. (The East Smithfield burial ground and later DNA work add evidence but do not make the count complete.) [1 mark for record-based estimates plus one reliability caution]

Question 13 (3B, VC2HH8K20) [3 marks]

- (a) **Hastings (14 October 1066) is an event** — it happened at one datable moment. **The migrations (c. 370–700) are a development** — they unfolded over centuries, across many peoples and places (Huns pushing; Goths crossing the Danube 376; Angles, Saxons and Jutes moving into Britain; Lombards into Italy 568). [2 marks: 1 for each sorting, with the moment-versus-unfolds reasoning]
- (b) Any two consequences from section 3B: Norman lords took over the estates; castles were built across the kingdom; the Church was reorganised; English and Norman French began to blend; the Domesday Book (1086) recorded who held what. [1 mark for two named consequences]

Question 14 (3C, VC2HH8K21) [3 marks]

- (a) The Statute of Labourers (1351) **froze wages at pre-plague custom (1346–7)**; every able, landless person under sixty had to serve when required and could not refuse work; those who broke the rules faced prison, the stocks or fines. It served **lords and employers** — the people who paid wages — taking back the power over pay that the shortage had given workers. (The Ordinance of Labourers of 18 June 1349, under Edward III, began the same work.) [2 marks: 1 for the orders (at least two); 1 for whom it served and why]
- (b) Any one: Richard II **broke the promises** he had made at Mile End once the rebels went home; **Wat Tyler was killed** at Smithfield and the revolt lost its leader; at least 1 500 rebels were killed as it was crushed. [1 mark for one reason, dated or located]

Question 15 (3D, VC2HH8K22) [3 marks]

- (a) Chapter 36: **care of the sick comes above all other duties**. Chapter 53: receive **guests as if they were Christ**. [1 mark for both]
- (b) Any one service with a named, dated example: **health care** — infirmaries in monasteries; the Hôtel-Dieu in Paris (c. 651, the oldest hospital in France, still open); St Bartholomew's in London (1123, founded by Rahere). **Education** — the *Admonitio generalis* (789); universities by the 1100s (Bologna 1088, the oldest). **Care of the poor** — Gregory I's grain for Rome's hungry in the 590s. **Village life** — the parish church at the centre, saints' days as holidays. [1 mark for a service plus a named, dated example]
- (c) Any one of the four judging questions (how many people felt it; how deep it went; how long it lasted; what evidence survives) applied to Hildegard: **evidence** — her own writings survive: *Scivias* (visions approved by Pope Eugenius III and the council of Trier, 1147–48), about 400 letters, and music still sung today; **how deep** — an abbess who founded two monasteries (Rupertsberg 1150, Eibingen 1165) in a world where the Church was one of the few paths open to a woman's voice. [1 mark for a named question applied with evidence]

Question 16 (3E, VC2HH8K23) [3 marks]

(a) Any one of the five myth-test questions applied to the Arthur trail. Model answers:

- **When was it first written down?** Gildas (c. 540) describes the victory at Badon (c. 500) and praises Ambrosius Aurelianus — but never names Arthur. The first datable mention is the *Historia Brittonum* (c. 829), about **330 years after** the battle it could describe. A 330-year gap points to a growing legend, not a record.
- **Did the story change?** Yes — Merlin, Uther and Excalibur arrive with Geoffrey of Monmouth (c. 1136); the Round Table with Wace (c. 1155); Lancelot and the Grail with Chrétien (c. 1170–90). Each age added what it wanted.
- **Who gained?** Kings used the story — Henry VII named his first son Arthur (1486) to borrow its fame.

[2 marks: 1 for applying a named test question to the trail; 1 for what it shows, with at least one dated step]

(b) The tests confirmed the **plague germ, *Yersinia pestis***, in teeth from the London plague burial ground (Bos and colleagues, *Nature*, reported in section 3E) — the Black Death really was bubonic plague. [1 mark]

Part 4 — Mongol expansion

Question 17 (4A, VC2HH8K24) [3 marks]

(a) The steppe has warm summers, long bitter winters and little rain — **good grass, bad crops**. Farming could not support people there, but herding could: wealth was kept in animals (horses, camels, cattle, sheep, goats), and families moved with the herds. The ger — felt over a lattice frame — packed onto carts in hours, so the whole way of life could move. Nomadism was continuity: the environment made it the sensible answer. [1 mark for good-grass/bad-crops plus at least one herding detail]

(b) Any two:

- His father Yesugei was **poisoned (c. 1171)** and his own tribe abandoned the family, leaving them near nothing — so he learned that birth and status protect nobody, and **promoted by skill and loyalty, not birth**.
- The *Secret History of the Mongols* (c. 1240) records him **rewarding a companion who stayed loyal** when his family had nothing, and holding betrayal of one's lord worthy of death — loyalty became the value his empire was built on.
- Having been weak and hunted, he **mixed tribes into decimal units** (arban 10, jagun 100, mingghan 1 000, tumen 10 000) after 1206, so soldiers' first loyalty moved from tribe to the khan — the man who had been let down by his own tribe made sure it could not happen again.

[2 marks: 1 for each early-life fact correctly linked to a ruling practice]

Question 18 (4B, VC2HH8K25) [3 marks]

(a) In 1218 the governor of Otrar **took a Mongol trade caravan and killed its traders**; when Genghis Khan sent envoys to complain, the Khwarezm Shah **killed the envoys** too. To the steppe — where herding produced surplus animals and goods but not grain, metal or cloth, so trade was a necessity — blocked trade was an act of war. From 1219 the Mongols invaded Khwarezmia. [2 marks: 1 for what happened (caravan and envoys); 1 for why it meant war (the steppe's need for trade)]

(b) The yam was a **relay of stations about 30–60 km apart**; riders carrying a *paiza* (pass) got fresh horses and supplies at each, so messages moved **200–300 km a day** across an empire too big to cross any other way. Rulers could govern and armies could be directed at speed — and the same guarded roads carried merchants. Genghis Khan began it; Ögedei organised it. [1 mark for stations plus speed or governing reach]

Question 19 (4C, VC2HH8K26) [3 marks]

(a) **Mongols** (highest) → **semu** (Central Asians, Persians) → **Hanren** (north China) → **Nanren** (south China, the old Song subjects — the biggest group, ranked last). [1 mark for all four in order]

(b) No single group had all the skills the empire needed: the *semu* ran the empire's money and trade across many languages (Ahmad Fanakati, a Muslim from Central Asia, ran Yuan money until his death in 1282). Sharing posts between groups also **kept any one group from becoming strong enough to challenge the khan**. [1 mark for either reason]

(c) Any one: he named his dynasty **Da Yuan in 1271** — a Chinese dynasty name, making him an emperor in the Chinese line, not only a Mongol khan; he built a **Chinese-style capital at Dadu** (from 1267) with a summer capital at Shangdu; he kept **Chinese court ceremonies**; he supported Chinese learning (Guo Shoujing's new calendar, 1281). Authority makes people **accept** rule; power only makes them obey. [1 mark for one way plus the accept-versus-obey point or equivalent]

Question 20 (4D, VC2HH8K27) [3 marks]

(a) One similarity **and** one difference, kept separate as worked example 1 does:

- **Similarity (any one):** both rewarded loyalty and punished enemies; both kept written laws and clear organisation; both let people worship in their own way; both encouraged trade; both used force to hold the empire together.
- **Difference (any one):** home base — Genghis ruled on the move from the steppe; Kublai ruled from fixed capitals (Dadu and Shangdu). Choosing helpers — Genghis promoted from the tribes by merit; Kublai used administrators of many backgrounds (Mongol, *semu*, Chinese). Their work — Genghis's was founding and conquest; Kublai's was government, culture and trade, directing armies from afar (including the failed sea invasions of Japan, 1274 and 1281).

[2 marks: 1 for the similarity; 1 for the difference — no mark if the two are muddled together]

(b) By **what they built** — institutions that outlived them — and by **the cost to the conquered** — the harm their wars did, weighed in section 4E. A khan can score high on one and low on the other. [1 mark for both measures]

Question 21 (4E, VC2HH8K28) [3 marks]

(a) Any two of the four cross-checks:

- **Counting:** counting 1 747 000 heads at about three seconds each would take about **60 days of non-stop counting** — but the army moved on within days.
- **City size:** even the biggest cities of the 1200s held **a few hundred thousand people at most** — fewer than the number of heads claimed.
- **Army and time:** killing that many with hand weapons, in the days Tolui's army had before moving on, was beyond what an army that size could do.
- **What came after:** Nishapur was a **working city again within decades**, with markets and mosques — a city of 1.7 million dead would not have rebuilt that fast.

Verdict (section 4E): the number is **exaggeration in the technical sense** — a way of saying “the killing was past measuring” — not a count. [2 marks: 1 for each cross-check applied with its reasoning]

(b) Reading 2 says the fall is about **the records, not (only) the killing**: the counting system broke down as the state broke. **Frederick Mote** (*Imperial China 900–1800*, 1999): the system itself failed. **Timothy Brook** (*The Troubled Empire*, 2010): bond-servants dropped off the census, others fled the count or moved south without papers, and people died of famine and plague rather than the sword. The section's line: “a census counts the people the state can see. When the state breaks, the count breaks with it.” [1 mark for the records-not-killing claim plus one named historian or the state/count line]

Part 5 — Skills: questions, chronology and sources

Question 22 (5A, VC2HH8S01) [2 marks]

(a) The three tests: a historical question must be about the past, **investigable through surviving evidence**, and worth investigating. The boat colour fails the second test — no surviving evidence could answer it (wood rots; no source records it). A question nothing could answer is not a historical question. [1 mark for naming the right test and applying it]

(b) The student should **review the question and ask again** — that is the loop: ask → investigate → find something unexpected → review → ask again. The logbook cannot answer lifting (a transport log would never record it), but it redirects the inquiry to how stone **moved** — by boat and river. Section 5A's words: "the surprise is a gift"; naming what a source cannot answer tells you where to look next. [1 mark for review-and-re-ask plus the new question it leads to]

Question 23 (5B, VC2HH8S02) [3 marks]

(a) **3000 BCE is older**. The rule: BCE counts **down** toward year 1 — the bigger the BCE number, the older the date. [1 mark for the answer plus the rule]

(b) Alive in 500 BCE: any two of **Egypt, Mesopotamia, Greece, China**. Never coexisted: **the Indus Valley civilisation and Rome** — Indus ends c. 1300 BCE; Rome begins 753 BCE. [1 mark for both halves]

(c) From 3000 BCE to 1500 BCE is 1 500 years; at 1 cm = 500 years, $1\,500 \div 500 = 3$ cm from the start. [1 mark for 3 cm with the working]

Question 24 (5C, VC2HH8S03) [2 marks]

(a) **Features and content are in the source; context is the world around it**. The ash example: ash in a hearth is everyday cooking; ash spread over a whole city means destruction — the same feature carries different meanings in different contexts. [1 mark for the in/around split plus the ash example]

(b) Any two of Troy VIIa's four pieces (c. 1250–1180 BCE): **charcoal and ash** = fire through the city; **bronze arrowheads** = weapons, fighting; **bodies left unburied** = a sudden, violent end (the dead left without burial); the layer sits **where a walled city had stood**, read against the layers below. Together they suggest capture and destruction — the layer many historians connect with the Trojan War of Greek legend, a connection to test, not a fact to assume. [1 mark for two pieces, each with what it shows]

Question 25 (5D, VC2HH8S04) [3 marks]

(a) The diary's value changes with the question asked — "value is always value *for a question*": for **how the stone reached the pyramid site**, high value (it logs the trips); for **what the crew ate**, some value (food came from Heliopolis, but not what the food was); for **what Khufu looked like**, no value at all (a transport log would never record it). The source is the same throughout; the question did the changing. [2 marks: 1 for "for a question"; 1 for at least two of the three questions correctly valued]

(b) (i) is a **fact claim** — checkable against surviving helmets and pictures (and a fact claim can turn out wrong and still be a fact claim). (ii) is an **opinion claim** — "brave" is a judgement, and "all" could never be checked; it tells you about the person who holds it. The test: **can you check it against evidence?** [1 mark for both classifications plus the test]

Question 26 (5E, VC2HH8S05) [3 marks]

(a) Quiet: what survives of the workers is **scraps** — ostraca, everyday notes kept by chance — not great carved texts; on the volume scale, workers sit below rulers, priests and named writers. Not silent: the strike ostrakon (c. 1170 BCE) carries the **workers' own words** — "We are hungry" — and where written records fail, historians read records against the grain or turn to objects, bones and buildings. Less audible is not the same as absent. [1 mark for quiet-plus-scraps and not-silent-plus-own-words]

(b) The three checks: **same event, time and place?** Yes — both concern plague reaching Florence in 1348. **Do the accounts agree about what happened?** Yes on the fact of the plague and its horror. **Same values and attitudes?** No

— Villani stayed, wrote year by year, and died himself in a later wave (1363); Boccaccio's frame is ten young people leaving the city, and his hundred tales reach for laughter and love. Verdict: Boccaccio is a **partial contrast** — true to the event, but not the only attitude in the city. Where accounts of different kinds agree, the shared view is mainly representative; where they pull apart, each speaks for its own circle. [2 marks: 1 for the three checks applied; 1 for the partial-contrast verdict]

Question 27 (5F, VC2HH8S06) [2 marks]

(a) Supported (any one): the **twenty-year** building span could be about right; the **long-distance boat transport of fine white stone** matches Merer's diary (Tura to Giza, 2013 find). Challenged (any one): **100 000 workers** versus modern estimates of about 13 000 on a normal day, up to 40 000 at peak (Lehner's teams); **slave labour** versus the workers' cemetery found in 1990 (builders buried with care beside the king's tomb) and the workers' village (bakeries; cattle and sheep bones — crews given food by the state). [1 mark for one supported plus one challenged claim, with the modern evidence named]

(b) At Valladolid (1550–1551) Las Casas and Sepúlveda argued over how Spain should treat the peoples of the Americas — but **those peoples had no seat and no voice**. Sorting consequences into “positive” and “negative” is itself an interpretation, because “the people doing the weighing are not the same as the people who paid”: new foods and growing links counted as gains for Europe, while sickness killed 80 to 95 in every 100 people in the regions hit hardest. Whose frame does the weighing decides what counts as a consequence. [1 mark for the no-voice point plus the weighing line applied]

Part 6 — Skills: analysis and communicating

Question 28 (6A, VC2HH8S07) [3 marks]

(a) Rate: **rapid** (or sudden) — reached Sicily October 1347, most of Europe within four years. Extent: **widespread** — a third to a half died in some places. Order: **a turning point** — after 1347–51 things were never quite the same (wage law, revolt, serfdom weakening). [1 mark for one rate word, one extent word, and the turning-point call]

(b) Social (one): a third to a half of people died in some places; families and villages were broken. Economic (one): not enough workers — survivors could ask higher wages; farmland went untended. Continued (one, from the green strip): most survivors still farmed; towns kept their markets; most people kept their faith. [2 marks: 1 for one social plus one economic lane change; 1 for one named continuity]

Question 29 (6B, VC2HH8S08) [3 marks]

(a) **Trigger**: a short-term event that made something happen at once — the taking of the caravan at **Otrar, 1218**. **Long-term cause**: built up over years or centuries — the steppe herders' **need for trade** (blocked trade was treated as an act of war). [1 mark for both definitions with both dated examples]

(b) Plague → statute → revolt are **cause links**: fewer workers pushed wages up; the 1351 law tried to freeze them; anger at the law (and the taxes behind it) helped cause the 1381 revolt — each made the next more likely, as the sequence chart's solid arrows show. 1215 → 1381 is **only later in time** (the chart's dashed line): Magna Carta did not produce the plague, which arrived from the east along trade roads; its link to 1381 is a **theme** — power, law and the limits of kings — not a cause. [2 marks: 1 for the cause chain explained; 1 for theme-not-cause on the 1215 link]

Question 30 (6C, VC2HH8S09) [2 marks]

(a) Any two of the curriculum's five criteria, each with its question: **importance** (how much did it matter to the people of the time?); **profundity** (how deeply did it change people's lives?); **quantity** (how many lives did it touch?); **durability** (how long did its effects last?); **relevance** (how much has it helped people understand life today?). [1 mark for two criteria with their questions]

(b) Rule 1: **reasons over order** — marks go to the reasoning: criteria named and used all the way through, evidence dated, the other side steelmanned. Two opposite rankings can both be excellent. A low mark goes to an order with no criteria, no dated evidence, or no attempt to argue the other side at its strongest. [1 mark for reasons-over-order plus what earns low marks]

Question 31 (6D, VC2HH8S10) [3 marks]

(a) Use **BCE/CE**, not **BC/AD**; write **c.** before a date to mean “about”; put the **day first** in full dates (14 October 1066). [1 mark for all three]

(b) Can show (one): English fighters **on foot behind a wall of shields** while Norman knights attack **on horseback**; or the story from Harold’s oath to William’s victory in about 70 scenes. Limit (one): it was **made for the Norman side — the winners** — probably in the 1070s, about ten years after the battle; it is primary for the battle but not neutral, so it is checked against the *Anglo-Saxon Chronicle* and the Domesday Book (1086). [1 mark for one show plus one limit]

(c) (i) **Explanation** — it says why Egyptian farms grew wheat (cause and effect). (ii) **Narrative** — it tells what happened, in order. [1 mark for both]

Question 32 (6B, VC2HH8S08, drawing on Chapters 2–4) [4 marks]

Any dated example the book examines may be used; the model answer below shows what a full answer looks like. Marks are awarded for each part, (a) to (d) — the side the student reaches in (d) is **not** marked.

(a) Model: the **Uluburun shipwreck (c. 1330–1300 BCE)** — a ship carrying about 348 copper ingots (about 10 tonnes) from Cyprus, 120 tin ingots, glass ingots, ebony, ivory and about 70 000 beads, bound for the Greek mainland: goods moved around the eastern Mediterranean generations before the Mongols. (Alternative examples the book gives: the Amarna Letters — kings writing to the pharaoh, Tushratta of Mitanni saying “gold is as plentiful as dust”; the Greek trading post at Naukratis, c. 625 BCE.) [1 mark for one dated Chapter 2 example plus what moved]

(b) Model: under the **Pax Mongolica** (1206–1290s), one family’s rule covered most of the Silk Road — guarded routes, low fixed taxes, the **yam relay**, and safe passage for merchants; **silk, porcelain and spices** moved west, **silver, horses and glassware** east, and knowledge (printing, gunpowder, the compass) moved both ways. Dated journeys: Carpini (1245–47), Rubruck (1253–55), Marco Polo (1271–95), Rabban Bar Sauma (1287–88). [1 mark for one dated Chapter 4 example plus one thing that moved]

(c) Model: the same roads that carried silk and silver carried **plague west in the 1340s**, reaching Europe by 1347 (Caffa 1346; Sicily, October 1347 — fleas, rats, ships). This was an **unintended consequence** — for the Mongol rulers, who protected the roads to grow trade, disease travelling along them was a result no one planned. In Chapter 6’s language: the trade policy was intended; the spread of disease was not — and it became a **cause** of everything the Black Death then caused (1351 wage law; 1381 revolt). [1 mark for the plague on the roads, labelled as unintended and for whom]

(d) Model (catastrophe): Merv and Nishapur burned and emptied in 1221, Baghdad in 1258; Ibn al-Athir, writing in Mosul in the 1220s, called it the greatest disaster his people had known; on John Masson Smith’s reading, Persian tax records fall from about 2.5 million to about 250 000. Model (connection): one family ruled the whole road, and silk, silver, paper money, printing, gunpowder and the compass crossed Eurasia (Thomas Allsen, 2001); Yuan trade, art and cities grew; the roads outlived the khans. Weighing: both readings agree the conquests were destructive **and** the empire connected Eurasia; they differ on which legacy matters most, for whom, and at what price. Part (c) cuts across both sides — the plague rides on the connection side’s own roads, so the “peaceful trade” picture must answer for what else travelled; and the catastrophe side’s tolls must answer the validity questions of section 4E. Each side faces checks on its own figures. [1 mark for one reading at its strongest with dated evidence, plus a weighing comment that follows from the student’s own (c)]

Marking note: in (d), award the mark to the reasoning — evidence dated, the other side faced, the conclusion following from the student’s own (a)–(c). A conclusion that does not follow from the student’s own answer earns no mark in (d), whichever side it takes.

End of solutions — 90 marks total.