

History Level 8

End-of-level review

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Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

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End-of-level review

End-of-level review · All seven chapters · End-of-Level-8 check

History Level 8 (Year 8) · Victorian Curriculum 2.0

Codes assessed: VC2HH8K01 · VC2HH8K02 · VC2HH8K03 · VC2HH8K04 · VC2HH8K05 · VC2HH8K12 · VC2HH8K13 · VC2HH8K14 · VC2HH8K15 · VC2HH8K16 · VC2HH8K17 · VC2HH8K18 · VC2HH8K19 · VC2HH8K20 · VC2HH8K21 · VC2HH8K22 · VC2HH8K23 · VC2HH8K24 · VC2HH8K25 · VC2HH8K26 · VC2HH8K27 · VC2HH8K28 · VC2HH8S01 · VC2HH8S02 · VC2HH8S03 · VC2HH8S04 · VC2HH8S05 · VC2HH8S06 · VC2HH8S07 · VC2HH8S08 · VC2HH8S09 · VC2HH8S10

Name: _____ Date: _____

Total marks	72
Timing	Untimed. This is a classroom check, not an exam. Your teacher will let you finish.
Sittings	This paper may be run in one sitting or split by part — for example Parts 1–4 in one sitting, Parts 5–7 in the other.
Materials	Your workbook (Chapters 1–7). Several questions ask you to turn to a figure, table or source in your workbook and use it. No calculator or device is needed.
Support	Your teacher may read any question aloud and may explain any word. This paper was made for this workbook, for classroom use; it is not a VCAA assessment.

This paper checks what you learned across the whole of Level 8 History: the early human world, the companion studies of Chapter 2, the ancient societies of Rome and its neighbours, medieval Europe, the Mongol world of Asia and the Pacific, and the skills of asking, sequencing, using sources, analysing and communicating. It shows your progress toward the achievement standard stated at the end of Level 8. There are seven parts, one for each chapter: 35 questions, 72 marks in total. Attempt every question. Where a question asks you to explain, give reasons, not just a one-word answer. Some questions ask you to make or test a judgement that historians themselves debate: there, marks go to your reasoning and your evidence, never to the side you pick — two opposed judgements can both earn full marks.

Part 1 — Overview: the early human world (10 marks)

Questions 1–5 draw on Chapter 1 (sections 1A–1E).

Question 1 — Reading the ground, and the carbon clock (2 marks)

Section 1A teaches two ways of dating the past: stratigraphy (reading the layers of a site) and radiocarbon dating.

- (a) In Example 1 of section 1A, a dig finds an iron nail in Layer 2 and a stone handaxe in Layer 5 of the mound in Figure 6, in undisturbed ground. Which object is older, and what rule of stratigraphy tells you so? (1 mark)

- (b) In Example 2, charcoal from an ancient campfire has 25% of its original carbon-14 left. Using Figure 7 in section 1A, about how long ago did the wood die, and how does the figure show it? (1 mark)

Question 2 — Two hypotheses (2 marks)

- (a) Figure 4 in section 1A sets two rival hypotheses for where modern humans came from side by side. Name both. (1 mark)

- (b) Section 1A says genetics “tipped” this argument after 2010. Name the evidence that shifted it, and say how the accepted interpretation reads today. (1 mark)

Question 3 — The first law codes (2 marks)

- (a) Figure 8 in section 1B compares three early law codes. Name two of the three. (1 mark)

- (b) Section 1B says all three codes name “the weak against the strong”. Name one group the codes protect, and say why three different worlds protecting the same figures is evidence about early law. (1 mark)

Question 4 — Methods, and heritage under threat (2 marks)

- (a) Figure 3 in section 1C sets out five investigation methods. In the 1890s, Flinders Petrie put thousands of prehistoric Egyptian graves in order from oldest to newest without knowing a single date. Which method was he using, and what did he order the graves by? (1 mark)

- (b) Section 1C studies two cases where infrastructure meets heritage: Abu Simbel in Egypt and Stonehenge in Britain. Choose one case and say what was decided, and why. (1 mark)

Question 5 — The long view, and a common shape (2 marks)

- (a) Section 1D says the Roman world ended in the west as a single state when the last western emperor lost his throne in 476 CE — yet historians speak of transformation, not simple destruction. Give one thing that carried on after 476 CE, and say how long the eastern half carried on. (1 mark)

- (b) Part 2 of section 1E lists six features that appear again and again in pre-modern societies. Name two. (1 mark)

Part 2 — First Nations knowledge: Deep Time to today — EXCLUDED SUB-STRAND (§2A) (10 marks)

Questions 6–10 draw on Chapter 2 (sections 2A–2F).

A note on this part: Chapter 2's content descriptions are an agreed exclusion in this book — the front-of-book note explains that Aboriginal and Torres Strait Islander content has not been written here, because it is better to be respectful than to cover the curriculum inaccurately. The questions below assess the companion studies that Chapter 2's sections teach in their place. They are not coverage of the excluded content descriptions.

Question 6 — Creation accounts (2 marks)

Section 2A is a companion study of the creation accounts of five ancient societies.

- (a) Name two of the five societies. (1 mark)

- (b) The Rigveda of India was composed about 1500–1200 BCE. How was it kept for centuries before it was written down — and what does section 2A say happens to an account when it is at last written down? (1 mark)

Question 7 — Societies and environmental change (2 marks)

Section 2B is a companion study of how four societies responded to environmental change.

- (a) Name two of the four cases. (1 mark)

- (b) Choose one of the two cases you named and say how that society responded to the change it faced. (1 mark)

Question 8 — Who belonged (2 marks)

- (a) Section 2C studies who counted as a citizen in Athens around 330 BCE. About what share of all the people of Athens were adult male citizens — and name one group left out of the assembly. (1 mark)

- (b) Section 2C reads the Purusha hymn of the Rigveda, which pictures society as parts of a cosmic being. Name two of the body parts and the group each is linked to. (1 mark)

Question 9 — Beliefs in daily life (2 marks)

Section 2D is a companion study of beliefs and values that shaped everyday life.

- (a) A Roman household kept a small shrine called a lararium. Name two of the spirits honoured there and say what each watched over. (1 mark)

- (b) Section 2D gives three key teachings of Confucius. Name two and say what each means. (1 mark)

Question 10 — Heritage, and a memory with a purpose (2 marks)

- (a) The source close study in section 2E is the Rosetta Stone. What is unusual about the text it carries — and what did Champollion announce in 1822? (1 mark)

- (b) The source close study in section 2F is Pliny's letter about the eruption of Vesuvius in 79 CE. About when did Pliny write it, who asked him for it — and why does that matter for how a historian reads it? (1 mark)

Part 3 — The ancient world, 10 000 BCE – 600 CE (10 marks)

Questions 11–15 draw on Chapter 3 (sections 3A–3G).

Question 11 — Why Rome, why there (2 marks)

- (a) Use the site-advantages table in section 3A to name two advantages of Rome’s site. (1 mark)

- (b) Rome’s water supply grew into an engineering wonder. Name the first Roman aqueduct and its year — and say how many aqueducts served Rome by 226 CE. (1 mark)

Question 12 — Sharing power in the Republic (2 marks)

- (a) Figure 2 in section 3B shows the four parts of the Roman Republic. Name two. (1 mark)

- (b) One part could block a decision with a veto — a word meaning “I forbid”. Which part was it, and what does section 3B call this power in the Republic’s system? (1 mark)

Question 13 — The baths and the games (2 marks)

- (a) Figure 4 in section 3C shows the routine of a Roman public bath. List the five steps in order. (1 mark)

- (b) Figure 5 in section 3C shows seating in an amphitheatre such as the Colosseum. Who sat nearest the arena — and what does the seating order show about Roman society? (1 mark)

Question 14 — Turning points, and the Roman peace (2 marks)

- (a) Section 3D defines a turning point. Complete the definition: “A turning point is an event after which ...” (1 mark)

- (b) Section 3E dates the Pax Romana — the Roman peace — from roughly 27 BCE to 180 CE. What was the peace like inside most provinces — and where did war go on? Give one example. (1 mark)

Question 15 — Augustus’s own words, and Nero’s palace (2 marks)

- (a) Section 3F studies the Res Gestae — the record of his deeds that Augustus had carved in public places. Give one reason a historian reads it with care. (1 mark)

- (b) Section 3G says the Colosseum was built from 72 CE on the site of the lake of Nero’s great palace. Who built it — and what message did building it there send? (1 mark)

Part 4 — Europe and the Mediterranean, c. 600–1750 CE (10 marks)

Questions 16–20 draw on Chapter 4 (sections 4A–4E).

Question 16 — Magna Carta, 1215 (2 marks)

- (a) Section 4A calls clause 39 “the hinge” of Magna Carta. In your own words, what does clause 39 promise? (1 mark)

- (b) Section 4A sets out, in a table, which groups gained from the charter and which did not. Which group gained most — and which group was mostly left out? (1 mark)

Question 17 — The coronation of 800 (2 marks)

- (a) Section 4B studies the coronation of Charlemagne. When and where did it happen, who crowned him — and how did the crowd respond? (1 mark)

- (b) Part 3 of section 4B describes a long exchange between the Church and kings. Give one thing the Church gave kings — and one thing kings gave the Church. (1 mark)

Question 18 — Rulers and ruled after the plague (2 marks)

- (a) The Statute of Labourers of February 1351 tried to hold the old order in place after the Black Death. Give one rule it made. (1 mark)

- (b) What triggered the rising of June 1381 — and give one promise of the charters agreed at Mile End on 14 June? (1 mark)

Question 19 — Four people who changed things (2 marks)

Section 4D studies four people who kept learning and the faith alive between about 590 and about 1180 CE.

- (a) Name two of the four. (1 mark)

(b) For each of your two, give one contribution section 4D credits them with. (1 mark)

Question 20 — Testing the stories (2 marks)

(a) Section 4E tests the story of “Pope Joan” against the records. Give two reasons the section says the story fails the tests. (1 mark)

(b) Figure 8 in section 4E shows how far apart the estimates of Black Death deaths sit. State Ziegler’s estimate and Benedictow’s estimate. (1 mark)

Part 5 — Asia and the Pacific, c. 600–1750 CE (10 marks)

Questions 21–25 draw on Chapter 5 (sections 5A–5E) — one question for each section.

Question 21 — The steppe, and the title (2 marks)

- (a) Section 5A calls the five animals of the herders' life the "five jewels". Name three. (1 mark)

- (b) In 1206, at a kurultai by the Onon river, Temujin was given a new title. What was the title, what is it often understood to mean — and give one change Figure 7 shows in people's roles and relationships after 1206. (1 mark)

Question 22 — Causes and consequences (2 marks)

Figure 2 in section 5B sorts the Mongol expansion into causes and consequences.

- (a) What happened at Otrar in 1218 — and what place does Figure 2 give that event in the story? (1 mark)

- (b) Give the long-term consequence Figure 2 lists. (1 mark)

Question 23 — Two crowns, one empire (2 marks)

- (a) Figure 2 in section 5C shows Kublai Khan wearing "two crowns". Give one thing he did as Great Khan of the Mongols — and one thing he did as emperor of the Yuan. (1 mark)

- (b) Section 5C says the yam was a chain of post stations. About how far apart were the stations — and what did a paiza let the khan's messengers do at them? (1 mark)

Question 24 — Passing it on (2 marks)

- (a) Before he died in 1227, Genghis Khan named his successor — the person to rule after him. Who was it — and what confirmed the choice in 1229? (1 mark)

- (b) In 1271 Kublai Khan gave his rule a Chinese-style name. What was the name, what does dynasty mean — and what was true of all of China by 1279? (1 mark)

Question 25 — Testing the death counts (2 marks)

- (a) Section 5E tests the claim that 1,747,000 people were killed when Nishapur fell in April 1221. Who made the claim — and give one reason, from the four lenses of section 5E, for treating the number with care. (1 mark)

- (b) Some accounts say “60 million people died in China” — a number built by subtracting the Yuan-era registers of about 60 million people from the Song and Jin registers of about 120 million. Give one reason section 5E lists for why registers can fall without deaths. (1 mark)

Part 6 — Skills: asking, sequencing and using sources (10 marks)

Questions 26–30 draw on Chapter 6 (sections 6A–6F).

Question 26 — Making a question historical (2 marks)

- (a) Section 6A gives four tests a question must pass to be a workable historical question. Name two. (1 mark)

- (b) Section 6A says two branch questions can be added to almost any key question. What are they? (1 mark)

Question 27 — Counting the years (2 marks)

- (a) Section 6B works an example: from 44 BCE to 14 CE. How many years are between the two dates — and what makes the working tricky? (1 mark)

- (b) Dates written BP count back from a fixed “present”. What year is the BP present fixed at — and why was that year chosen? (1 mark)

Question 28 — Three questions for any source (2 marks)

- (a) Section 6C gives three questions to ask of any source. Name them. (1 mark)

- (b) Section 6C lists four problems of translation that stand between a source and a reader. Name one problem and its worked case in the section. (1 mark)

Question 29 — The value of a source (2 marks)

- (a) Section 6D gives four validity questions for testing a source. Name two. (1 mark)

- (b) The Vindolanda birthday invitation — written in ink on a thin wooden tablet about 100 CE, its closing lines believed to be in Claudia Severa’s own hand — is, in section 6D’s words, “priceless for one question and useless for another”. What does that show about where the value of a source lives? (1 mark)

Question 30 — Perspectives, and why accounts differ (2 marks)

(a) Section 6E gives six lens questions for finding the perspective in a source. Name two. (1 mark)

(b) Section 6F gives five reasons interpretations of the past differ. Name two. (1 mark)

Part 7 — Skills: analysis and communication (12 marks)

Questions 31–35 draw on Chapter 7 (sections 7A–7D). Question 35 is the cross-chapter question — it draws on the whole book.

Question 31 — Three dials (2 marks)

- (a) Section 7A says a full explanation of any change sets three dials. Name them. (1 mark)

- (b) Using at least one word from the word bank in section 7A, write one sentence that sets the rate dial for one change you studied in this book. (1 mark)

Question 32 — The chain, and the yardsticks (2 marks)

- (a) Section 7B follows a causal chain that begins “The Black Death killed huge numbers of people” and ends at the rising of 1381. Give the two middle links of the chain. (1 mark)

- (b) Section 7B gives three working yardsticks for ranking causes by significance. Name them. (1 mark)

Question 33 — Judging significance (2 marks)

- (a) Section 7C gives five criteria of significance. Name three. (1 mark)

- (b) The close study in section 7C reads the raid on Lindisfarne in 793 — a small raid on one monastery. Give one thing the sources show about how the raid was read at the time — and say what the close study concludes about its significance. (1 mark)

Question 34 — Building an interpretation (2 marks)

- (a) Section 7D says a checkable interpretation is built from five parts. Name three. (1 mark)

- (b) Section 7D gives two rules for handling contested terms — words historians argue over. What are they? (1 mark)

Question 35 — Cross-chapter: significance and interpretation (4 marks)

This question draws on the whole book. Choose ONE topic:

- **A — the Black Death and its aftermath** (Chapters 4 and 7)
- **B — the Mongol expansion** (Chapters 5 and 7)
- **C — the founding of Constantinople in 330 CE** (Chapters 1 and 7)

Marks go to your reasoning and your evidence — not to the topic you choose, and not to the side you take.

- (a) Write one sentence stating your interpretation: why your topic is significant. Use the conventions of section 7D — date your claim, and keep apart what a source shows from what you think it means. (1 mark)

- (b) Choose two of the five criteria of section 7C. For each, give evidence from your workbook that supports your claim in (a). (2 marks)

- (c) Name one source you studied in the book for your topic, and say what it shows. (1 mark)

Total: 72 marks

Marking guide

Teacher-facing. The end-of-level review is a classroom check, not an exam: it is untimed, the workbook (Chapters 1–7) may be open, and the paper was made for this workbook — it is not a VCAA assessment. Marks are point-based: there are no half-marks, and each mark is either earned or not earned. Accept any response that carries the same idea in different words — the sample answers below show one acceptable response, not the only one. Where a student carries their own earlier wrong answer into a later part and works correctly from it, award the later marks: the mistake is counted once, where it was made. Where a question asks the student to make or test a judgement historians honestly differ on (Questions 14, 15, 20, 22, 25 and 31–35, and above all the cross-chapter Question 35), award marks for the quality of the reasoning and the fit of the evidence — never for the side the student picks; two opposed judgements can both earn full marks. Spelling and handwriting do not lose marks unless the answer cannot be read. Part 2 assesses the Chapter 2 sections' companion studies only: the Chapter 2 content descriptions are an agreed exclusion in this book, so no mark on this paper is evidence about them, and no student is disadvantaged by the exclusion. This paper reports a Year 8 student's progress toward the achievement standard stated at the end of Level 8 — minus the standard's clause on the historical significance of First Nations Peoples' histories and cultures, which this book excludes by design and therefore cannot evidence; it never records that a student has met the band standard.

Mark map

Part	Chapter (sections)	Questions	Marks	Codes assessed
Part 1 — Overview: the early human world	Chapter 1 (1A–1E)	1–5	10	VC2HH8K01 · VC2HH8K02 · VC2HH8K03 · VC2HH8K04 · VC2HH8K05
Part 2 — First Nations knowledge: Deep Time to today	Chapter 2 (2A–2F)	6–10	10	None — companion studies only (see the note below)
Part 3 — The ancient world, 10 000 BCE – 600 CE	Chapter 3 (3A–3G)	11–15	10	VC2HH8K12 · VC2HH8K13 · VC2HH8K14 · VC2HH8K15 · VC2HH8K16 · VC2HH8K17 · VC2HH8K18
Part 4 — Europe and the Mediterranean, c. 600–1750 CE	Chapter 4 (4A–4E)	16–20	10	VC2HH8K19 · VC2HH8K20 · VC2HH8K21 · VC2HH8K22 · VC2HH8K23
Part 5 — Asia and the Pacific, c. 600–1750 CE	Chapter 5 (5A–5E)	21–25	10	VC2HH8K24 · VC2HH8K25 · VC2HH8K26 · VC2HH8K27 · VC2HH8K28
Part 6 — Skills: asking, sequencing and using sources	Chapter 6 (6A–6F)	26–30	10	VC2HH8S01 · VC2HH8S02 · VC2HH8S03 · VC2HH8S04 · VC2HH8S05 · VC2HH8S06
Part 7 — Skills: analysis and	Chapter 7 (7A–7D) + whole-book	31–35	12	VC2HH8S07 · VC2HH8S08 ·

Part	Chapter (sections)	Questions	Marks	Codes assessed
communication	Question 35			VC2HH8S09 · VC2HH8S10 (Q35 also draws on the knowledge codes of the topic chosen)
Total	All seven chapters	35 questions	72	32 codes — every code this book teaches

Every assessed code sits in the part for the chapter that teaches it, so a part score points straight at the sections to revisit. The six Chapter 2 codes VC2HH8K06–VC2HH8K11 are the agreed exclusion (front-of-book note): they are not assessed on this paper, Part 2 assesses the sections' companion studies only, and no mark on it is evidence about them. VC2HH8K01 is assessed in Part 1 through its neutral remainder clause only — the First Nations content named in that code is likewise not evidenced here.

Marking, question by question

Q	Code	How the marks are earned
1	VC2HH8K01	(a) 1 for the handaxe older plus the rule: Layer 5 lies below Layer 2, and in undisturbed ground deeper layers were laid down first (the rule of superposition). (b) 1 for about 11,500 years (11,460; accept about 11,000–12,000) with the working: 25% left = two half-lives, $2 \times 5,730 = 11,460$ — the star on Figure 7 marks this worked example.

Q	Code	How the marks are earned
2	VC2HH8K01	(a) 1 for both: the Out of Africa hypothesis (recent African origin) and the multiregional hypothesis. (b) 1 for the Neanderthal genome read in 2010 — people whose ancestors lived outside Africa carry about 1–4% Neanderthal DNA, proof of some interbreeding — plus today’s accepted interpretation: mostly Out of Africa, with a small archaic contribution.
3	VC2HH8K02	(a) 1 for any two of: the Code of Ur-Nammu, the Edicts of Ashoka, the Laws of Moses. (b) 1 for one protected group (widows, orphans, strangers, the sick, people of every belief) plus the idea: three different worlds protecting the same figures is evidence that early law had a purpose beyond power — to shield those with no family or muscle to shield them.
4	VC2HH8K03	(a) 1 for seriation: Petrie ordered the graves by the changing styles of pots in them — a relative order, oldest to newest, with no dates. (b) 1 for either case with its decision and reason — Abu Simbel: the temples were cut into 1,036 numbered blocks and rebuilt 65 metres higher, 1964–68, under the UNESCO campaign, so the dam and the temples both survived; or Stonehenge: in July 2024 the government refused permission for the A303 tunnel, naming its fast-rising cost (about three billion pounds) and the harm to the World Heritage property.
5	VC2HH8K04 VC2HH8K05	(a) 1 for one continuity after 476 CE (the Catholic Church kept Roman law, Latin and learning alive in its churches and monasteries — accept law, language or faith carrying on) plus the eastern half: it carried on nearly a thousand more years, until Constantinople fell in 1453 CE. Both elements needed. (b) 1 for any two of the six features of 1E Part 2: farming-based economies; growing towns and cities; little division of labour; fixed social hierarchies; long-distance trade; faith at the centre of daily life and politics.

Q	Code	How the marks are earned
6	— (companion)	(a) 1 for any two of: Egypt, Greece, Rome, India, China. (b) 1 for kept aloud in memory (orally) plus the section's caution: writing fixed one version of an account that had lived and changed in the telling.
7	— (companion)	(a) 1 for any two of: Egypt and the years the Nile's floods failed; Angkor and the breaking of its water network; Tokugawa Japan and its forest rules; the settling of the Pacific islands. (b) 1 for a response that matches the case named in (a): Egypt — the year built around the flood's three seasons, water kept in basins and banks, grain stored against hard years; Angkor — canals, raised banks and barays storing monsoon water, later patched and reworked, with power moving south by the 1400s; Tokugawa — cutting banned or limited, guards posted, villages answerable for their woods, planting ordered, hills green again by the 1700s; Pacific — voyaging by stars, winds and currents, adapting to each kind of island. Carry-forward: if (a) was wrong but (b) correctly describes one of the four cases, award (b).
8	— (companion)	(a) 1 for about one in ten (about 30,000 adult male citizens) plus one excluded group: women of citizen families; metics; enslaved people (children of citizens also did not vote). (b) 1 for any two pairs: mouth — Brahmans (priests and teachers); arms — Kshatriyas (kings and warriors); thighs — Vaishyas (merchants, artisans and farmers); feet — Shudras (labourers and servants).
9	— (companion)	(a) 1 for any two pairs: Lares — guardian spirits of the household; Penates — spirits who watched over the food store; Vesta — goddess of the hearth, the family fire; genius — guardian spirit of the father as head of the family. (b) 1 for any two pairs: ren — kindness and duty toward other people ("to love others"); li — doing the right thing in the right way, right behaviour for each occasion; xiao — deep respect

for parents and elders, caring for them in life and honouring them after death.

Q	Code	How the marks are earned
10	— (companion)	(a) 1 for one text written three times in three scripts (hieroglyphs; a faster everyday Egyptian script; Greek) plus the 1822 announcement: Champollion could read the hieroglyphs, which no one had been able to read for about 1,400 years (building on Thomas Young's work). (b) 1 for around 100 CE — about 25 years after the eruption — because the historian Tacitus asked for an account of the eruption and of his uncle's death for his own history: the letter is a memory written with a purpose and for a reader, and the copies do not all agree on the words.
11	VC2HH8K12	(a) 1 for any two rows of the site-advantages table: hills (height to defend, above the floods); river (fresh water all year; a natural crossing point at Tiber Island); sea (a river route to the sea and its trade); position (about 24 km inland, safe from attack by sea; fertile volcanic soil). (b) 1 for both: the Aqua Appia, 312 BCE; eleven aqueducts by 226 CE.
12	VC2HH8K13	(a) 1 for any two of: two consuls; the senate; the assemblies; the tribunes of the plebeians. (b) 1 for the tribunes plus the section's sense of the veto ("I forbid"): the main brake on the Republic — the power to block a decision outright.
13	VC2HH8K14	(a) 1 for all five steps in order: exercise; rub with oil; scrape off with a strigil; bathe (warm, hot, cold); meet people. Accept the book's own phrasing; a step out of order loses the mark. (b) 1 for the emperor and the Vestal Virgins nearest the arena, plus what it shows: a ranked society in which everyone had a fixed place — senators next, then citizens; status made visible in stone.
14	VC2HH8K15 VC2HH8K16	(a) 1 for "... big, lasting change follows" (accept the same idea). (b) 1 for the inside/outside contrast: inside most provinces no civil wars and no big invasions (safe roads, growing trade), while at the edges war went on — one example: the

Q	Code	How the marks are earned
		Teutoburg Forest (9 CE) or Boudica's revolt (60–61 CE). Judgement item: accept any correct contrast with a real example from section 3E.

Q	Code	How the marks are earned
15	VC2HH8K17 VC2HH8K18	(a) 1 for any reason from section 3F: it is self-praise — Augustus’s own account of his own deeds; it was carved to be honoured, not checked; it is silent on the killings of 43 BCE. (b) 1 for Vespasian and his son Titus (72–80 CE) plus the message: an emperor’s private luxury handed back for public use — “this ground belongs to the people now”.
16	VC2HH8K19	(a) 1 for the clause-39 idea in own words: no free man may be arrested, imprisoned or punished except by the lawful judgement of his equals or by the law of the land. The “free man” limit and the lawful-judgement idea must both survive. (b) 1 for both: the nobility (barons) gained most; unfree peasants (serfs) were mostly left out.
17	VC2HH8K20	(a) 1 for Christmas Day 800 CE at Saint Peter’s in Rome, crowned by Pope Leo III, with the crowd acclaiming him emperor of the Romans (time, place and crowner needed; the acclamation completes the mark). (b) 1 for one exchange each way — Church → kings: anointing and coronation (power from God; obedience a religious duty); priests and monks kept the writing (laws, letters, accounts); the parish church taught loyalty weekly. Kings → Church: guarded church lands and punished attacks; granted estates (the Church a great landowner); laws ordering tithe and Sunday kept; Charlemagne’s law of 789 ordering schools.
18	VC2HH8K21	(a) 1 for any rule of the Statute of Labourers (February 1351): wages frozen at the levels of before the plague; everyone under sixty with no land and no craft had to work; employers paying “excessive wages” were punished; justices hunted down those who refused. (b) 1 for both: the trigger — the third poll tax in four years (1377, 1379, 1380), a flat charge pressing hardest on the poor; and one Mile End promise — serfdom to end; rents to fall; the king’s advisers to be removed.

Q	Code	How the marks are earned
19	VC2HH8K22	(a) 1 for any two of: Gregory the Great; Charlemagne; Alfred the Great; Hildegard of Bingen. (b) 1 for one correct contribution for each person named in (a) — Gregory: grain from Sicily for Rome's poor, ransoms, 40 monks to England in 597, some 850 letters; Charlemagne: the order of 789 (General Admonition) commanding schools on every estate and monastery, open even to sons of unfree people; Alfred: key books translated into English, fortified towns, Edington 878; Hildegard: Scivias (about 1150) and music, more than 300 letters, two monasteries founded, named a Doctor of the Church in 2012. Carry-forward from (a).
20	VC2HH8K23	(a) 1 for any two reasons from section 4E's tests: the story first appears about 1250 (Jean de Mailly, at Metz) — some 400 years after the supposed events; Leo IV died in 855 and Benedict III was in office within weeks — no gap for a Joan; coins of Benedict III from 855 survive; no source from the 800s mentions a woman pope; Blondel exposed the story in 1647. The principle: an extraordinary claim needs records from its own time. (b) 1 for both: Ziegler — between one quarter and one half of Europe's people; Benedictow — about 60%.
21	VC2HH8K24	(a) 1 for any three of: horses, camels, cattle, sheep, goats. (b) 1 for Genghis Khan — often understood as “universal ruler” — plus one Figure 7 change: loyalty moved from tribe to khan (new units of ten, hundred, thousand and ten thousand); birth mattered less, service more; the law applied to everyone (raiding and carrying off people made crimes); the carrying off of women was forbidden; religious men were honoured but none might stand above the khan.
22	VC2HH8K25	(a) 1 for both: the Khwarezmians killed a caravan of the khan's trade envoys — and then killed his ambassador too; and the place — the trigger, the spark that set off the full

Q	Code	How the marks are earned
		invasion (1219–1221). (b) 1 for the long-term consequence in Figure 2’s model: the roads between Europe and Asia opened and were guarded. (“One power ruled from Korea to Hungary” is the short-term consequence in the model and earns 0 here.)

Q	Code	How the marks are earned
23	VC2HH8K26	(a) 1 for one act each way — Great Khan of the Mongols: kept the summer palace at Shangdu; hunted with hawks and falcons; won the Mongol nobles with feasts and gifts. Yuan emperor: held court at Dadu; performed Chinese rites; honoured the teaching of Confucius; kept taxes, records and grain stores. (b) 1 for both: the stations stood about 40 km apart; the paiza — a tablet of authority — ordered stations to help its bearer (fresh horses at each stop), so the khan's orders crossed the empire in days; a station that refused faced punishment.
24	VC2HH8K27	(a) 1 for both: his son Ögedei; the kurultai of 1229 confirmed the choice. (b) 1 for all three: the Great Yuan; a dynasty = a line of rulers passing power within one family; by 1279 the last Song emperors were defeated — for the first time, all of China was ruled by a non-Chinese dynasty.
25	VC2HH8K28	(a) 1 for Ata-Malik Juvaini — a Persian historian in Mongol service, writing more than thirty years after, far from the city — plus one lens: he was not there, so his numbers had to come from someone; the tally claims to include “even the cats and dogs” — it paints the total end of a city as much as it counts; the arithmetic strains belief (a walled medieval city; one army killing and counting 1.7 million); later writers copied the tallies unchecked and modern historians judge them exaggerated. Judgement item: mark the reasoning, not a verdict word. (b) 1 for any one reason registers can fall without deaths: people fled (south, into the hills, across borders) and never reappeared on a register; people passed into bondage and off the tax lists; counts were incomplete (Mongol-era counts missed many people); government broke down and registers went missing. The gap between two registers measures everything that took people off the lists, not only death.
26	VC2HH8S01	(a) 1 for any two of the four tests:

Q	Code	How the marks are earned
		about the past; workable — evidence could answer it; open — not answerable with one word; focused — names a place, people and a time. (b) 1 for both branches: “What evidence is there?” and “What interpretations are there?”

Q	Code	How the marks are earned
27	VC2HH8S02	(a) 1 for 57 years with the working (44 + 14 – 1) and the catch: there is no year zero — 1 BCE is followed straight by 1 CE. (b) 1 for 1950 CE plus the reason: it sits before nuclear-weapons testing changed the mix of carbon in the air, so the measure stays fixed and honest.
28	VC2HH8S03	(a) 1 for all three: Features — what kind of thing is it?; Content — what does it say, show or contain?; Context — what surrounded it (who made it, when, where, why)? (b) 1 for one problem with its case: the script may be lost (Ashoka's edicts — James Prinsep worked out Brahmi in 1837); some words don't carry (dhamma has no neat English equivalent — compare translations); sources take things for granted (the Vedas assume a whole way of life — ask what the source assumes); who carries a text decides what survives (the Kandahar inscription in Greek and Aramaic).
29	VC2HH8S04	(a) 1 for any two: "Where did this source come from?"; "What does the source tell us?"; "Is what it says fact or opinion?"; "What other sources would help us test it?" (b) 1 for the idea: value is not in the source alone — it sits between the source and the question. The same tablet is priceless for a question about women's voices or daily life on the frontier (its closing lines are believed to be in Claudia Severa's own hand) and useless for a question it never touches.
30	VC2HH8S05 VC2HH8S06	(a) 1 for any two of the six lens questions: Who made it?; Where did they stand?; Who was it made for, and why?; What do they take for granted?; Who do they praise, and who do they blame?; Whose voice is missing? (b) 1 for any two of the five reasons: new evidence arrives (Merer's diary, found in 2013); different questions are asked of the past; different sources are used; the maker's own time and values shape the account; purpose and audience shape it.

Q	Code	How the marks are earned
31	VC2HH8S07	(a) 1 for all three dials: rate (how fast), extent (how far), order (what came when). (b) 1 for one sentence that names a real change from this book and sets the rate dial with a word-bank word (for example rapidly, slowly, gradually). Mark the sentence — checkable, right dial, right word; the topic is not marked.
32	VC2HH8S08	(a) 1 for both middle links: with fewer workers, pay rose → lords and kings tried to force pay back down (→ that anger helped cause the rising of 1381). (b) 1 for all three yardsticks: how many people it affected; how long its effects lasted; how much further change it led to.
33	VC2HH8S09	(a) 1 for any three of: importance; depth; quantity; durability; relevance to us. (b) 1 for one at-the-time reading plus the conclusion: the chronicle spends more words on whirlwinds, lightning and fiery dragons than on the raid itself (the event read as a sign); or Alcuin, within months, called it a terror never before seen in about 350 years of Christian life in Britain and read it as punishment for sin. Conclusion: the raid's significance at the time was far bigger than the raid's size — quantity is one criterion, not the whole judgement. Both elements needed.
34	VC2HH8S10	(a) 1 for any three of: concepts; terms; knowledge; conventions; evidence. (b) 1 for both rules: define before you use — say what you mean by a contested word; and say whose definition you are using.
35	VC2HH8S09 VC2HH8S10 + the knowledge codes of the topic chosen (A: VC2HH8K19–VC2HH8K23; B: VC2HH8K24–VC2HH8K28; C: VC2HH8K04 VC2HH8K05)	(a) 1 for one checkable sentence claiming significance: it states a claim, carries a date or period, and keeps apart what a source shows from what the student thinks it means (the 7D conventions). The wording of the claim is not marked — two opposed judgements can both earn the mark. (b) 2 marks, 1 per criterion: each mark needs a named 7C criterion plus workbook evidence that truly supports the claim in (a); the two criteria must differ. (c) 1 for

Q	Code	How the marks are earned
		one source named from the book with a correct statement of what it shows (acceptable sources listed in the worked solution). Mark reasoning and evidence throughout — never the topic chosen, never the side taken.

Progress toward the achievement standard

The band's achievement standard is stated at the end of Level 8, and this is the Level 8 book, so a Year 8 student sits this paper at the end of the band: the score is evidence of **progress toward** the standard as this book has taught it — one input to teacher judgement. One sentence of the standard — the historical significance of First Nations Peoples' histories and cultures — is excluded by design (front-of-book note): this paper cannot evidence that sentence, and no mark on it speaks to that clause. The table maps the rest of the standard to the questions that serve it.

At the end of Level 8, a student ...	Shown by
weighs different interpretations of how early societies began, and uses the period's historical evidence	Q1, Q2, Q4, Q20, Q25
explains patterns of continuity and change across the world	Q5, Q14, Q31, Q32, Q35
describes why the ancient societies of Europe, Africa and Asia mattered, and the societies between 600 and 1750 CE that led to the modern world	Q11–Q19, Q21–Q24, Q33, Q35
describes the historical significance of First Nations Peoples' histories and cultures	Not assessed here — an agreed exclusion of this book; no mark on this paper speaks to this sentence
forms and uses historical questions to guide inquiry, with historical concepts and sources	Q26, Q28, Q29, Q30
sequences events, ideas and developments in time order to explain varied forms of continuity and change, with their causes and consequences	Q27, Q31, Q32
explains what primary and secondary sources show — features, content and context — and uses historical questions to draw inferences from them	Q10, Q15, Q28, Q29
interprets what sources say by testing their accuracy and their value as evidence	Q20, Q25, Q29
draws on primary and secondary sources to explain what people and groups thought and valued — their perspectives, beliefs and attitudes	Q9, Q30
recognises that accounts of the early and pre-modern societies are contested, and identifies and analyses different interpretations and debates about them	Q2, Q15, Q20, Q22, Q25, Q30, Q34
recognises and explains how things continued and changed in varied ways, and identifies which events, people, ideas and developments drove them	Q5, Q14, Q19, Q24, Q31, Q32, Q35
establishes and analyses significance against criteria	Q33, Q35
when constructing historical interpretations, draws on historical concepts, terms, conventions, knowledge and evidence	Q34, Q35

Score

Part	Marks
Part 1 — Overview: the early human world	/10
Part 2 — First Nations knowledge: Deep Time to today (companion studies)	/10
Part 3 — The ancient world, 10 000 BCE – 600 CE	/10
Part 4 — Europe and the Mediterranean, c. 600–1750 CE	/10
Part 5 — Asia and the Pacific, c. 600–1750 CE	/10
Part 6 — Skills: asking, sequencing and using sources	/10
Part 7 — Skills: analysis and communication	/12
End-of-level review total	/72

What the score shows: a part mark well below the others points to the sections of that chapter for re-teaching (use the mark map above to find the codes); because the workbook was open, a low mark points to understanding, not to memory. Part 2's mark speaks to the companion studies only — it is not evidence about the excluded Chapter 2 content descriptions. The total is evidence of progress toward the achievement standard stated at the end of Level 8, as this book teaches it — minus the excluded First Nations sentence, which no paper from this book can evidence — and it never records the standard as met.

Solutions

Teacher-facing. Worked solutions in the same order as the paper. Sample answers show one acceptable response — accept any response that carries the same idea.

Answer key

Q	Part	Answer (in brief)	Marks
1	(a)	The handaxe — Layer 5 lies below Layer 2; in undisturbed ground, deeper = older (rule of superposition)	1
1	(b)	About 11,500 years ($2 \times 5,730 = 11,460$); the star on Figure 7 marks this worked example	1
2	(a)	Out of Africa (recent African origin) · the multiregional hypothesis	1
2	(b)	The Neanderthal genome read in 2010 — 1–4% shared DNA outside Africa; accepted view: mostly Out of Africa with a small archaic contribution	1
3	(a)	Any two of: Code of Ur-Nammu · Edicts of Ashoka · Laws of Moses	1
3	(b)	E.g. widows and orphans; three worlds protecting the same figures shows early law had a purpose beyond power — shielding those who cannot shield themselves	1
4	(a)	Seriation — ordering the graves by the changing styles of pots in them	1
4	(b)	Abu Simbel: cut into 1,036 blocks, rebuilt 65 m higher, 1964–68 — dam and temples both saved · or Stonehenge: tunnel refused July 2024 — cost (about three billion pounds) and heritage harm	1
5	(a)	The Church kept Roman law, Latin and learning alive; the east carried on nearly a thousand more years, to 1453	1
5	(b)	Any two of: farming-based	1

Q	Part	Answer (in brief)	Marks
		economies · growing towns and cities · little division of labour · fixed social hierarchies · long-distance trade · faith at the centre	
6	(a)	Any two of: Egypt · Greece · Rome · India · China	1
6	(b)	Kept aloud in memory; writing down fixed one version of an account that had lived and changed in the telling	1
7	(a)	Any two of: Egypt's failed Nile floods · Angkor's water network · Tokugawa forests · Pacific settlement	1
7	(b)	E.g. Tokugawa: cutting limits, guards, village responsibility, ordered planting — hills green again by the 1700s (any case's true response)	1
8	(a)	About one in ten (about 30,000 citizens); left out: women of citizen families · metics · enslaved people (any one)	1
8	(b)	Any two pairs: mouth — Brahmins · arms — Kshatriyas · thighs — Vaishyas · feet — Shudras	1
9	(a)	Any two pairs: Lares — household · Penates — food store · Vesta — hearth · genius — the father/family	1
9	(b)	Any two pairs: ren — love others · li — right thing, right way · xiao — respect for parents and elders	1
10	(a)	One text, three scripts (hieroglyphs · everyday Egyptian · Greek); 1822 — Champollion read hieroglyphs after about 1,400 years	1
10	(b)	Around 100 CE (~25 years later) because Tacitus asked for it — a memory written with a purpose;	1

Q	Part	Answer (in brief)	Marks
		copies disagree on the words	
11	(a)	Any two of: hills · river (fresh water; Tiber Island crossing) · sea (trade route) · position (24 km inland; fertile soil)	1
11	(b)	Aqua Appia, 312 BCE; eleven aqueducts by 226 CE	1
12	(a)	Any two of: two consuls · senate · assemblies · tribunes of the plebeians	1
12	(b)	The tribunes — their veto (“I forbid”) was the main brake on the Republic	1
13	(a)	Exercise → oil → scrape with a strigil → bathe (warm, hot, cold) → meet people	1
13	(b)	The emperor and the Vestal Virgins nearest, then senators, then citizens — a ranked society with a fixed place for everyone	1
14	(a)	“... big, lasting change follows”	1
14	(b)	Inside most provinces: no civil wars, no big invasions; at the edges war went on — Teutoburg Forest 9 CE or Boudica 60–61 CE	1
15	(a)	Self-praise carved to be honoured, not checked · silent on the killings of 43 BCE (any one)	1
15	(b)	Vespasian and Titus, 72–80 CE — “this ground belongs to the people now”: private luxury handed back for public use	1
16	(a)	No free man arrested, imprisoned or punished except by the lawful judgement of his equals or the law of the land	1
16	(b)	The nobility (barons) gained most; unfree peasants (serfs) mostly left out	1

Q	Part	Answer (in brief)	Marks
17	(a)	Christmas Day 800 CE, Saint Peter's, Rome; Pope Leo III crowned him; the crowd acclaimed him emperor of the Romans	1
17	(b)	Church → kings: e.g. anointing and coronation (power from God) · kings → Church: e.g. protection of church lands (one each way)	1
18	(a)	Any one: wages at pre-plague levels · under-sixties with no land/craft must work · employers paying more punished · justices hunt refusers	1
18	(b)	Third poll tax in four years (1377/1379/1380); Mile End: serfdom to end · rents to fall · advisers removed (any one)	1
19	(a)	Any two of: Gregory the Great · Charlemagne · Alfred the Great · Hildegard of Bingen	1
19	(b)	One contribution each — e.g. Gregory: 40 monks to England 597 · Charlemagne: schools order 789 · Alfred: translations into English · Hildegard: Scivias, 300+ letters	1
20	(a)	Any two: first appears c. 1250 (Jean de Mailly) · Leo IV died 855, Benedict III within weeks — no gap · coins of Benedict III from 855 · no 800s source mentions a woman pope	1
20	(b)	Ziegler: one quarter to one half; Benedictow: about 60%	1
21	(a)	Any three of: horses · camels · cattle · sheep · goats	1
21	(b)	Genghis Khan — “universal ruler”; e.g. loyalty moved from tribe to khan (new units of ten/hundred/thousand)	1

Q	Part	Answer (in brief)	Marks
22	(a)	The Khwarezmians killed the khan's trade envoys, then his ambassador — Figure 2's trigger for the full invasion (1219–1221)	1
22	(b)	The roads between Europe and Asia opened and were guarded	1
23	(a)	Great Khan: e.g. Shangdu, hawking, feasts and gifts · Yuan emperor: e.g. Dadu, Chinese rites, taxes/records/granaries (one each)	1
23	(b)	About 40 km apart; the paiza ordered stations to help the bearer — fresh horses, so orders crossed the empire in days	1
24	(a)	His son Ögedei; the kurultai of 1229 confirmed it	1
24	(b)	The Great Yuan; a dynasty = a line of rulers passing power within one family; by 1279 all of China was ruled — for the first time — by a non-Chinese dynasty	1
25	(a)	Ata-Malik Juvaini, in Mongol service, writing 30+ years later; e.g. he was not there · “even the cats and dogs” · the arithmetic strains belief · later writers copied unchecked	1
25	(b)	Any one: people fled · passed into bondage · counts incomplete · government broke down (registers are not bodies)	1
26	(a)	Any two of: about the past · workable with evidence · open · focused	1
26	(b)	“What evidence is there?” · “What interpretations are there?”	1
27	(a)	57 years ($44 + 14 - 1$) — there is no year zero	1
27	(b)	1950 CE — before nuclear	1

Q	Part	Answer (in brief)	Marks
		testing changed the air's carbon mix	
28	(a)	Features — what is it? · Content — what does it say, show or contain? · Context — what surrounded it?	1
28	(b)	E.g. the script may be lost — Prinsep read Brahmi in 1837 (any problem with its case)	1
29	(a)	Any two: Where did this source come from? · What does the source tell us? · Fact or opinion? · What other sources would help us test it?	1
29	(b)	Value sits between the source and the question — priceless for one question, useless for another	1
30	(a)	Any two: Who made it? · Where did they stand? · Made for whom, why? · What is taken for granted? · Who is praised/blamed? · Whose voice is missing?	1
30	(b)	Any two: new evidence · different questions · different sources · the maker's time and values · purpose and audience	1
31	(a)	Rate · extent · order	1
31	(b)	One sentence naming a real book change with a rate word from the word bank (e.g. "spread rapidly")	1
32	(a)	With fewer workers, pay rose → lords and kings tried to force pay back down	1
32	(b)	How many people it affected · how long its effects lasted · how much further change it led to	1
33	(a)	Any three of: importance · depth · quantity · durability · relevance to us	1
33	(b)	E.g. the chronicle spends more words on the omens	1

Q	Part	Answer (in brief)	Marks
		than the raid; Alcuin: a terror never seen in ~350 years — significance at the time far bigger than the raid's size	
34	(a)	Any three of: concepts · terms · knowledge · conventions · evidence	1
34	(b)	Define before you use · say whose definition you are using	1
35	(a)	One checkable significance claim, dated, keeping source and inference apart (wording not marked)	1
35	(b)	Two different 7C criteria, each with true workbook evidence supporting (a)	2
35	(c)	One source named from the book + what it shows	1
Total			72

Worked solutions

Q1. (a) The **handaxe** is older. The ground is undisturbed, so the rule of stratigraphy applies: deeper layers were laid down first (the **rule of superposition**). Layer 5 lies below Layer 2, so the handaxe is the older object by a huge margin — section 1A adds that Layer 2 holds iron, which needs smithing, while Layer 5 has stone tools and no pottery and no metal. (b) About **11,500 years ago** (11,460; accept about 11,000–12,000). Each half-life of carbon-14 halves whatever is left: 50% after one, **25% after two** — and $2 \times 5,730 = 11,460$ years. The star on Figure 7 marks exactly this worked example.

Q2. (a) The **Out of Africa** hypothesis (recent African origin) and the **multiregional hypothesis**. (b) The reading of the **Neanderthal genome in 2010**: people whose ancestors lived outside Africa were found to carry about **1–4% Neanderthal DNA** — proof of *some* interbreeding, which the strictest Out-of-Africa version had not expected. Because that share is tiny, today's accepted interpretation is **mostly Out of Africa, with a small archaic contribution** — interpretations move on the weight of evidence, not on who argued loudest.

Q3. (a) Any two of: the **Code of Ur-Nammu**, the **Edicts of Ashoka**, the **Laws of Moses**. (b) Sample: the codes protect **the widow and the orphan** (named in both Ur-Nammu's prologue and the Laws of Moses), **the stranger** (Moses, again and again), and in Ashoka's edicts even **the sick and people of every belief** — any one. The similarity is evidence that early law had **a purpose beyond power**: that three different worlds protect the same figures shows the law was there to shield those with no family or muscle to shield them.

Q4. (a) **Seriation**. Petrie noticed that the **styles of pots** in the graves changed slowly over time; by sorting graves according to which pot styles they shared, he put them in order from oldest to newest — a relative order, without a single date. (b) Sample — **Abu Simbel**: the Aswan High Dam's reservoir would drown the temples, so the UNESCO campaign had them cut into **1,036 numbered blocks** and rebuilt on higher ground, **65 metres** above the old site, **1964–68**; the dam was built and the temples survived — both sides won, because money, skill and goodwill were found. Or **Stonehenge**: in **July 2024** Britain's government **refused permission** for the A303 tunnel scheme, naming its fast-rising cost — reported at about **three billion pounds** — and the harm to the World Heritage property; the road is still congested and the argument continues.

Q5. (a) Sample: the **Catholic Church kept Roman law, the Latin language and learning alive** in its churches and monasteries (accept law, language or faith carrying on; also accept the new kingdoms blending Roman, Christian and

Germanic ways). The eastern half carried on **for nearly a thousand more years**, growing rich on trade, until **Constantinople fell to the Ottomans in 1453 CE**. (b) Any two of: **farming-based economies; growing towns and cities; little division of labour; fixed social hierarchies; long-distance trade; faith at the centre of daily life and politics**.

Q6. (a) Any two of: **Egypt, Greece, Rome, India, China**. (b) It was **kept aloud in memory** — oral — for many centuries. When such an account is at last written down, the record **fixes one version** of a story that had **lived and changed in the telling**.

Q7. (a) Any two of: **Egypt and the years the Nile's floods failed; Angkor and the breaking of its water network; Tokugawa Japan and its forest rules; the settling of the Pacific islands**. (b) Sample — **Tokugawa Japan**: after peace brought building on a huge scale and the bare hills of the late 1600s, the shoguns answered not with one repair but with **a system of rules** — cutting banned or limited where it mattered most, **guards** posted, villages made answerable for their own woods, **planting ordered** (cedar above all) and printed books teaching careful use; by the 1700s the hills were **green again**. Or **Egypt**: the farming year built around the flood's **three seasons** (akhet, peret, shemu), water kept in **low basins and earthen banks**, and **grain stored** against harder years. Or **Angkor**: **canals, raised banks and barays** storing monsoon water (the West Baray, finished by about 1050 CE), the network **patched and reworked** again and again as the tree-ring record shows decades-long droughts broken by huge floods, and power moving **south** by the 1400s. Or **the Pacific**: the Lapita and their descendants voyaging by **stars, winds and currents**, adapting to each kind of island they landed on — including Rapa Nui, whose lost forests historians still argue over.

Q8. (a) About **one in ten** (about 30,000 adult male citizens, per the population diagram of section 2C). Left out of the assembly (any one): **women of citizen families; metics** (resident outsiders, who paid tax and served in the army but could not vote); **enslaved people** (children of citizens also did not vote). (b) Any two of: the **mouth** — the Brahmins (priests and teachers); the **arms** — the Kshatriyas (kings and warriors); the **thighs** — the Vaishyas (merchants, artisans and farmers); the **feet** — the Shudras (labourers and servants). The hymn is an ideal picture of the varna order, not a census — and the people outside the four varnas are not named at all.

Q9. (a) Any two of: the **Lares** — guardian spirits of the household; the **Penates** — spirits who watched over the food store; **Vesta** — goddess of the hearth, the family fire at the heart of the home; the **genius** — the guardian spirit of the father as head of the family. (b) Any two of: **ren** — kindness and duty toward other people; Confucius said ren meant, simply, “to love others”; **li** — doing the right thing in the right way: good manners at meals, proper conduct at ceremonies, the right behaviour for each occasion; **xiao** — deep respect for parents and elders: caring for them in life, honouring them after death.

Q10. (a) Its one text is written **three times, in three scripts**: the sacred carved signs of ancient Egypt (**hieroglyphs**), a faster **everyday Egyptian script**, and **Greek** — which is what made the stone the key it became. In **1822** the French scholar **Champollion** announced he could **read the hieroglyphs**, which no one had been able to read for about **1,400 years** (building on the work of Thomas Young). (b) Around **100 CE** — about **25 years after** the eruption — because the historian **Tacitus** asked Pliny for an account of the eruption and of his uncle's death, to use in his own history of Rome. That matters for how we read it: the letter is **a memory written with a purpose, for a reader** — evidence of the events *and* of how they were remembered; the surviving copies do not all agree on the words; and Pliny's uncle's death reaches him second-hand.

Q11. (a) Any two rows of the site-advantages table in section 3A: **hills** — height to defend, above the floods; **river** — the Tiber's fresh water all year and a natural crossing point at Tiber Island; **sea** — a river route to the sea and its trade; **position** — about 24 km inland, safe from attack by sea, on the fertile volcanic soil of Latium. (b) The **Aqua Appia**, **312 BCE**; by **226 CE** Rome was served by **eleven aqueducts**.

Q12. (a) Any two of: **two consuls**; the **senate**; the **assemblies**; the **tribunes of the plebeians**. (b) The **tribunes**. Their **veto** — formally the words “I forbid” — was, in section 3B's phrase, **the main brake** on the Republic: the power to block a decision outright.

Q13. (a) In order: **exercise; rub the body with oil; scrape off oil and dirt with a strigil; bathe** — warm, hot, then cold; **meet people** — talk, business and gossip. (b) The **emperor and the Vestal Virgins** sat nearest the arena, then **senators**, then ordinary **citizens** higher up. The seating shows a **ranked society**: everyone watched, in their place — rank made visible in stone.

Q14. (a) "... **big, lasting change follows.**" (b) Inside most provinces the peace meant **no civil wars and no big invasions**, safe roads and growing trade; at the **edges** of the empire war went on — any one example: the disaster in the **Teutoburg Forest (9 CE)**; **Boudica's revolt (60–61 CE)**. This is a judgement item: accept any correct inside/outside contrast with a real example from section 3E.

Q15. (a) Any one of: it is **self-praise** — Augustus's own account of his own deeds; it was carved in public places **to be honoured, not checked**; it is **silent on the killings of 43 BCE** — the record leaves out what does not suit the author. (b) **Vespasian** and his son **Titus** built it (72–80 CE). Building the people's amphitheatre on the lake of Nero's private palace sent the message that **"this ground belongs to the people now"** — an emperor's luxury handed back for public use.

Q16. (a) Sample: **no free man** may be arrested, imprisoned or punished **except by the lawful judgement of his equals or by the law of the land**. Own words accepted; the "free man" limit and the lawful-judgement idea must both survive. (b) The **nobility (the barons)** gained most; **unfree peasants (serfs)** were mostly left out.

Q17. (a) On **Christmas Day, 800 CE**, at **Saint Peter's in Rome**; **Pope Leo III** crowned him; the crowd **acclaimed** him emperor of the Romans. (b) One each way — **Church** → **kings** (any one): **anointing and coronation** said a king's power came from God, so obeying the king became a religious duty; priests and monks were the people who could **write**, so they kept the laws, letters and accounts; the **parish church** — the building most people visited weekly — taught loyalty to the rightful ruler from the pulpit. **Kings** → **Church** (any one): kings **guarded church lands** and punished attacks on priests and monasteries; they **granted estates** to bishops and abbeys, making the Church one of the greatest landowners of the age; they made laws ordering the **tithe** paid and Sunday kept; Charlemagne's **law of 789** ordered every estate and monastery to run a school.

Q18. (a) Any one of: wages frozen at the levels of **before the plague**; everyone **under sixty** with no land and no craft **had to work**; employers who paid **"excessive wages"** were punished; **justices** travelled to hunt down those who refused. (b) Trigger: the **third poll tax in four years** (1377, 1379, 1380) — a flat charge that pressed hardest on the poor. One Mile End promise (14 June 1381): **serfdom was to end**; **rents were to fall**; the king's **advisers were to be removed**.

Q19. (a) Any two of: **Gregory the Great, Charlemagne, Alfred the Great, Hildegard of Bingen**. (b) One contribution for each person named — Gregory: sent **grain from Sicily** to feed Rome's poor, ransomed captives, sent **40 monks to England in 597**, left some **850 letters**; Charlemagne: his **order of 789** (the General Admonition) commanded **schools** on every estate and monastery and every priest to teach, open even to the sons of unfree people; Alfred: had key books **translated into English**, built **fortified towns**, and beat the Vikings at Edington in 878; Hildegard: wrote and composed (**Scivias**, about 1150), left **more than 300 letters**, founded **two monasteries**, and was named a **Doctor of the Church** in 2012.

Q20. (a) Any two of: the story **first appears about 1250** (Jean de Mailly, at Metz) — some **400 years** after the supposed events; **Leo IV died in 855** and **Benedict III** was in office **within weeks** — there is no gap for a Joan to have ruled; **coins of Benedict III from 855 survive**; **no source from the 800s** mentions a woman pope; in **1647** a scholar (Blondel) exposed the story. The section's principle: an extraordinary claim needs records from its own time — and this one has none. (b) **Ziegler**: between **one quarter and one half** of Europe's people; **Benedictow**: about **60%**.

Q21. (a) Any three of: **horses, camels, cattle, sheep, goats**. (b) **Genghis Khan** — often understood as **"universal ruler"**. One change from Figure 7 (any of): **loyalty moved from tribe to khan** — the old tribes were broken up and people mixed into new units of ten, hundred, thousand and ten thousand; **birth mattered less, service more** — men were raised for ability and loyalty, and a common herder could rise; **the law applied to everyone** — raiding and the carrying off of people were made crimes; the **carrying off of women** was forbidden; **religious men** were honoured but no religious leader might stand above the khan.

Q22. (a) In **1218** the **Khwarezmian Empire** killed a caravan of the khan's **trade envoys** at Otrar — and then killed his **ambassador** too. Figure 2 gives the event the place of the **trigger**: the spark that set off the full invasion (1219–1221) and sixty years of campaigns. (b) **The roads between Europe and Asia opened and were guarded**. (In Figure 2's model, "one power ruled from Korea to Hungary" is the short-term consequence.)

Q23. (a) As **Great Khan of the Mongols** (any one): kept the summer palace at **Shangdu**; **hunted with hawks and falcons**; won the support of the Mongol nobles with **feasts and gifts**. As **Yuan emperor** (any one): held court at

Dadu, the capital he built where Beijing stands today; performed the old **Chinese rites**; **honoured the teaching of Confucius**; kept the **taxes, records and grain stores** of a Chinese state. (b) The post stations stood **about 40 km apart**. The **paiza** — a tablet of authority — ordered every station to help its bearer: messengers changed to **fresh horses** at each stop, so the khan's orders could cross the empire **in days**, and a station that refused the tablet faced punishment.

Q24. (a) His son **Ögedei**; the **kurultai of 1229** confirmed the choice. (b) The **Great Yuan**. A **dynasty** is a line of rulers passing power within one family. By **1279** his armies had defeated the last of China's Song emperors — **for the first time, all of China was ruled by a non-Chinese dynasty**.

Q25. (a) **Ata-Malik Juvaini** — a Persian historian working **inside the Mongol empire**, writing **more than thirty years after** Nishapur fell, far from the city. One reason for care (any of the four lenses): he **was not there**, so his numbers had to come from someone; the tally claims to include **“even the cats and dogs”** — it is painting the total end of a city as much as counting it (the site was ploughed and sown with barley); the **arithmetic strains belief** — how big could a walled medieval city be, and could one army kill, and count as it went, 1.7 million people in one place; **later writers copied** the tallies without asking where they came from, and modern historians judge them exaggerated. What survives the tests: Nishapur **was** attacked, taken and wrecked, and very many people died — a source can tell the truth about the event and still mislead about its size. (b) Any one of: **people fled** — south, into the hills, across borders — and never appeared on a register again; people passed into **bondage** and off the tax lists; **counts were incomplete** — Mongol-era counts missed many people; **government broke down** — registers went missing when government failed. The gap between two registers measures everything that took people off the lists, not only death.

Q26. (a) Any two of the four tests: the question must be **about the past**; it must be **workable** — evidence could answer it; it must be **open** — not answerable with one word; it must be **focused** — it names a place, people and a time. (b) **“What evidence is there?”** and **“What interpretations are there?”**

Q27. (a) **57 years**: $44 + 14 - 1$. The working is tricky because there is **no year zero** — 1 BCE is followed straight by 1 CE, so the crossing must not be counted twice. (b) **1950 CE**. It was chosen because it sits **before nuclear-weapons testing changed the mix of carbon in the air** — so “years before 1950” stays a fixed, honest measure.

Q28. (a) **Features** — what kind of thing is it? **Content** — what does it say, show or contain? **Context** — what surrounded it: who made it, when, where and why? (b) Any one problem with its case: the **script** may be lost to us — Ashoka's edicts stood in a script nobody alive could read until **James Prinsep worked out Brahmi in 1837**; some **words don't carry** — **dhamma** has no neat English equivalent, so compare translations and learn the period's meaning; sources **take things for granted** — they assume what every reader knew (the Vedas assume a whole way of life), so ask what the source assumes; **who carries** a text decides what survives — the Kandahar inscription comes down to us in Greek and Aramaic because of who kept it.

Q29. (a) Any two of: **“Where did this source come from?”**; **“What does the source tell us?”**; **“Is what it says fact or opinion?”**; **“What other sources would help us test it?”** (b) **Value is not in the source alone** — it sits **between the source and the question**. The same tablet is **priceless** for a question about women's voices or daily life on the frontier — its closing lines are believed to be in **Claudia Severa's own hand**, one of very few times a Roman woman's writing survives — and **useless** for a question it never touches. Always ask what a source is valuable *for*.

Q30. (a) Any two of the six lens questions: **Who made it? Where did they stand? Who was it made for, and why? What do they take for granted? Who do they praise, and who do they blame? Whose voice is missing?** (b) Any two of the five reasons: **new evidence** arrives — Merer's diary, found in 2013, changed what can be asked about the building of Giza; historians ask **different questions** of the same past — the past has no signposts; they choose **different sources**; each writes from **their own time and values**; each writes for a **purpose and an audience**.

Q31. (a) **Rate** (how fast), **extent** (how far), **order** (what came when). (b) Sample: **“The Black Death spread rapidly** — between one quarter and one half of Europe's people died within a few years of 1347.” Mark on: the sentence names a real change from this book; it sets the **rate** dial with a word from the word bank (for example *rapidly, slowly, gradually, within a generation*); and the sentence is checkable against the book. The topic is not marked — any change studied in this book can earn the mark.

Q32. (a) **With fewer workers, pay rose → lords and kings tried to force pay back down →** that anger helped cause the rising of 1381. (b) **How many people it affected; how long its effects lasted; how much further change it led to.** Two students may rank causes differently for good reasons — what is marked is the reasoning, not the order.

Q33. (a) Any three of: **importance; depth; quantity; durability; relevance to us.** (b) At the time (any one): the **Anglo-Saxon Chronicle** spends more words on **whirlwinds, lightning and fiery dragons** than on the raid itself — the event was read as a sign; or **Alcuin**, writing from Charlemagne's court **within months** of the news, called it a **terror never before seen in about 350 years** of Christian life in Britain and explained it as punishment for sin. The close study's conclusion: **the raid's significance at the time was far bigger than the raid's size** — quantity is one criterion, not the whole judgement.

Q34. (a) Any three of: **concepts; terms; knowledge; conventions; evidence.** (b) **Define before you use** — if a word is contested, say what you mean by it (for example: *significance* = importance judged by the tests of section 7C); and **say whose definition you are using.**

Q35. Marks go to reasoning and evidence throughout — never to the topic chosen, never to the side taken. (a) Sample (topic A): “The Black Death is significant because it broke the old order of work in Europe, and its consequences — higher pay, the fading of serfdom, new ways of thinking — ran for centuries.” The sentence must state a claim, carry a date or period, and keep apart what a source shows from what the student thinks it means (the 7D conventions). Two opposed claims can both earn the mark. (b) Sample (topic A): **quantity** — between one quarter and one half of Europe's people died within a few years (4A, 4E); **durability** — the Statute of Labourers of 1351 could not hold pay down, and serfdom quietly faded through the 1400s (4C, 7B). Sample (topic B): reach at the time — **one power ruled from Korea to Hungary** (5B); **durability** — the yam stations and the opened, guarded roads between Europe and Asia outlasted the conquests themselves (5B, 5C). Sample (topic C): **importance** — the founding moved the Roman world's centre east (1D, 7D); **durability** — the city served as the eastern capital for over a thousand years, until 1453 (1D, 7D). One mark per criterion: the criterion must be named and the evidence must be real (from the workbook) and truly support the claim in (a); the two criteria must differ. (c) Any one source named from the book with a correct statement of what it shows — samples: the **Statute of Labourers** shows rulers trying to force the old order back (4C); **Boccaccio** shows how the plague felt from inside Florence (4C); the **East Smithfield skeletons and their germ DNA** show the plague really was *Yersinia pestis* (4E); **Ziegler** or **Benedictow** shows how far apart modern estimates sit (4E); **The Secret History of the Mongols** shows the Mongols' own account of their new order (5A); a **paiza** shows authority made into an object that opened the yam (5B, 5C); **Juvaini's History of the World-Conqueror** shows how the conquests were tallied inside Mongol service — and why the tallies need testing (5E); the **CONSTANTINOPOLIS bronze coin of about 330 CE** shows the new city had its own coin picture within years of its founding (7D); **Eusebius**, writing in the 330s CE, shows how the founding was praised at the time (7D); the **giant marble statue of Constantine** shows the scale of the new capital's advertising (7D).