Hatshepsut  HSC Examination: Section 3, Question 14

Section III — Personalities in Their Times

25 marks Attempt ONE question from Questions 14–25 Answer BOTH parts (a) and (b) in the question you attempt. Allow about 45 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answers you will be assessed on how well you:
- present sustained, logical, and well-structured answers to the question
- use relevant sources to support your argument
- use historical terms and concepts appropriately

2009 HSC
Question 14 — Option A – Egypt: Hatshepsut (25 marks)

(a) What were the religious and political purposes of Hatshepsut’s mortuary temple at Deir-el-Bahri?
(b) Assess the effect that Hatshepsut had on her time.

Examiner’s Comments
a. Candidates generally displayed a sound understanding of Hatshepsut’s mortuary temple, and supported their responses with information from archaeological and written sources. Superior responses related both the religious and political purposes of the temple to Hatshepsut’s relationship with Amun and the legitimacy of her right to rule.

Weaker responses merely gave a description of the temple without relating it to the question.

b. Many candidates struggled with the concept of assessing Hatshepsut’s effect on her time. The best responses in this section provided a sustained judgment based on a balanced discussion of both her immediate and lasting effect on the New Kingdom. The best responses integrated sources into their arguments and often used scholarly opinion in support.

Weaker responses listed some of Hatshepsut’s achievements without providing any judgment of her effect on Egypt. They lacked reference to sources or merely named historians without incorporating their ideas into the response.

2008 HSC
Question 14 — Option A – Egypt: Hatshepsut (25 marks)

(a) What was Hatshepsut’s relationship to the god Amun?
(b) Evaluate the foreign policy of Hatshepsut.

Question 14 – Option A – Egypt: Hatshepsut

A number of responses lacked specific detail and did not adequately integrate the sources into their argument. A large number of candidates spent too much time answering part (a) to the detriment of their part (b) answer.

(a) Candidates generally displayed a sound understanding of Hatshepsut’s relationship with Amun, and they supported their response with information from archaeological and written sources. Superior responses balanced their response by considering the benefits which Amun and his cult gained from their relationship. Weaker responses merely described her family background without attempting to
answer the question. Students need to be reminded that sources must be used to gain access to the top mark range for part (a).

(b) Many candidates struggled with the concept of ‘foreign policy’. The best responses in this section provided a sustained judgement based on a balanced discussion of both trading and military activities. Weaker responses dealt only with trade and provided a detailed description/narrative of the Punt expedition. The best responses integrated the sources into their arguments and often used scholarly opinion to support their own arguments. Weaker responses relied on a simple narrative of events without attempting any judgement. Many of these responses lacked reference to sources or merely named historians without incorporating their ideas into the response.

2007 HSC
Question 14 — Option A – Egypt: Hatshepsut (25 marks)

(a) Describe the relationship between Hatshepsut and Thutmose III. 10

(b) Assess the achievements of Hatshepsut. 15

Question 14 – Option A – Egypt: Hatshepsut

(a) Students generally understood the relationship between Hatshepsut and Thutmose III. Better responses referred to their family relationship as well as their co-regency and cited a range of relevant sources, including reliefs and modern historians. Some better responses included historiographical issues such as the debate about the destruction of Hatshepsut’s monuments and various theories about their relationship. Weaker responses offered very general narrative about the relationship between Hatshepsut and Thutmose III and failed to support their account with reference to archaeological or written sources.

(b) Most responses made sound judgements about the achievements of Hatshepsut and used accurate historical detail and a variety of archaeological and written sources to support their judgement. Stronger responses cited specific examples of her achievements. Key concepts such as Ma’at were also referred to and integrated into the response. Weaker responses recounted Hatshepsut’s achievements without offering any real assessment. These responses relied on narrative and made limited use of sources.

2006 HSC
Question 14 — Option A – Egypt: Hatshepsut (25 marks)

(a) Describe how Hatshepsut became king (pharaoh). 10

(b) Evaluate the foreign policy of Hatshepsut. 15

2006 Notes from Marking Centre - General Comments on Personalities

Question 14: Hatshepsut

(a) The best responses focused on the key elements in Hatshepsut’s accession; for example, they referred to her family background and the methods she used to attain the throne. The most frequently cited sources included her Birth and Coronation reliefs and inscriptions. Weaker responses offered a complete account of her reign and accomplishments with very little reference to or use of relevant sources. A number of candidates confused the key concepts of ‘regency’ and ‘co-regency’. It should also be noted that this part (a) question does not require a detailed analysis and evaluation of sources.

(b) A large number of candidates had difficulty understanding the concept of ‘foreign policy’. Some candidates confused foreign policy with internal policy. A significant number of candidates who did show an understanding of the concept tended to confine their answer to a detailed description of the Punt campaign, with only a passing reference to any other aspect of Hatshepsut’s foreign policy and little if any attempt at judgement. Better responses were able to provide a sustained evaluation of a range of relevant issues, for example evidence of military activity in addition to trade. These responses developed their judgements by integrating and evaluating a range of conflicting secondary sources.
2005 HSC

Option A – Egypt: Hatshepsut (25 marks)

(a) Briefly describe the religious beliefs of Hatshepsut. 5
(b) Explain Hatshepsut’s relationship with Senenmut. 10
(c) With reference to sources, assess the images of Hatshepsut. 10

2005 Notes from Marking Centre - General Comments on Personalities

(a) The majority of candidates were able to display a sound knowledge of the main features of Hatshepsut’s religious beliefs.

(b) Many candidates showed a general understanding of the relationship between Hatshepsut and Senenmut but lacked specific detail about the range of Senenmut’s responsibilities and the nature of their relationship, for example. Weaker candidates resorted to describing their supposed intimate relationship. The best responses considered conflicting interpretations to help make the relationship between Hatshepsut and Senenmut clearly evident.

(c) In assessing Hatshepsut’s images candidates adopted a variety of valid approaches. Some interpreted the question to mean her images in statues and reliefs. Others took images to be the different interpretations on perspectives of Hatshepsut in both ancient and modern sources; some wrote about the image Hatshepsut herself wished to project. Better responses made clear judgements about Hatshepsut’s images in terms of either the justification for them, or the validity of modern interpretations. Weaker responses relied on describing or explaining her images without attempting any judgement.

2004 HSC

Option A – Egypt: Hatshepsut (25 marks)

(a) Briefly outline Hatshepsut’s rise to prominence. 5
(b) Explain Hatshepsut’s relationship with Thutmosis III. 10
(c) With reference to sources, evaluate the influence of Hatshepsut in her lifetime. 10

2004 Notes from Marking Centre - General Comments on Personalities

(a) Many candidates had difficulty providing an end point for Hatshepsut’s rise to prominence and offered a complete biography of her life. Better responses interpreted ‘prominence’ to refer to her succession and provided relevant details about her family background, her roles as queen consort, regent and co-regent.

(b) The majority of candidates handled this part of the question very well. Better responses were able to explain conflicting theories about Hatshepsut’s relationship with Thutmosis III and provided specific and relevant examples to support their explanation. Weaker responses presented the traditional ‘wicked step-mother’ view or focussed on the destruction of her monuments.

(c) Some candidates did not make the connection between Hatshepsut’s achievements and her influence clear enough. The better responses made clear judgements about her influence, eg in relation to the cult of Amun and Egypt’s economic development and foreign relations. Weaker responses relied on presenting a list of her achievements without attempting any judgement.
2003 HSC

Option A – Egypt: Hatshepsut (25 marks)

(a) Outline the social position of Hatshepsut. 5
(b) Explain Hatshepsut’s relationships with officials and nobles. 10
(c) With reference to sources, assess the achievements of Hatshepsut. 10

2003 Notes from Marking Centre - General Comments on Personalities

Part (a)
In this part only the candidates in the top mark range could clearly outline the social position of the personality they had studied. Adequate responses provided a description of the family background. Less able candidates interpreted social position to mean social life or popularity. Some candidates, however, still demonstrated poor examination techniques by writing excessive responses in relation to the value of the question.

Part (b)
This part allowed candidates to display their historical knowledge of the personality. Detailed responses were provided and it was noted that candidates supported their answers with relevant sources. Only the best responses were able to place the personality in their historical context. Some candidates found it difficult to provide a cohesive and concise explanation in response to the question. They relied on descriptive narrative at the expense of explaining a set of reasons.

Part (c)
In this part, the better candidates were able to accurately assess the achievements of the personality and support their judgement with reference to relevant ancient and modern sources. Quality responses demonstrated the ability to present a detailed and coherent argument and to reach a conclusion supported by relevant sources. A number of candidates simply provided a description of the personality and their achievement without any assessment.

With regard to future directions, candidates should be instructed to do the following:
- take the time to read the question carefully and understand its specific requirements
- address the requirements of the question, not simply provide a narrative
- identify relevant and accurate sources for the personality
- avoid reliance upon a selection of general information (e.g., student textbooks instead of historical scholarship)
- avoid the fabrication of historical sources, both ancient and modern
- write clearly and legibly to facilitate the marking process.

Specific Comments - Question 1 Hatshepsut

a) The majority of candidates demonstrated a clear understanding of Hatshepsut's social position as pharaoh. Interesting responses outlined her changing position from childhood to maturity. Generally, all candidates were able to competently and accurately describe Hatshepsut's family background and make it relevant to the question.

b) A significant number of candidates displayed a very thorough knowledge of the key officials of Hatshepsut's reign and their responsibilities. The best responses were also able to explain the nature of Hatshepsut's relations with her officials, e.g., the importance of the Amun priesthood and other political and economic factors. Less able candidates offered a catalogue of officials with limited explanation of the relationship.

c) Outstanding responses in this section offered a comprehensive judgement of Hatshepsut's achievements in relation to specific criteria, e.g., traditional role of the pharaoh. In these answers, source material was integrated to support the argument rather than merely cited. Weaker responses relied on either narrative or description of her achievements with limited use of, or reference to, sources.
Examiners were pleased to note the increasing use of a wide range of relevant modern sources in addition to the ancient sources.

2002 HSC

Option A – Egypt: Hatshepsut (25 marks)

(a) Briefly describe the family background of Hatshepsut. 5
(b) Explain the purpose and extent of Hatshepsut’s building program. 10
(c) Evaluate the ancient or modern interpretations of Hatshepsut. 10

2002 Notes from Marking Centre

(a) Most responses competently and accurately described Hatshepsut's family background.
(b) Better-responses identified and named the main building achievements and linked these to Hatshepsut’s political, religious and social purpose. It was most pleasing to see responses discussing the propaganda aspects of Hatshepsut’s building program. Some responses only referred to either the purpose or extent of the building program and therefore did not provide a substantial response.
(c) Competent responses offered a comprehensive description of a range of interpretations both ancient and modern. Better responses made the next step to evaluate these sources, making a judgement about their usefulness and reliability based on ancient or modern interpretations.

2001 HSC

Option A – Egypt: Hatshepsut (25 marks)

(a) Briefly describe Hatsheput’s expedition to Punt.
(b) With reference to sources, explain how Hatshepsut became king.
(c) Assess the success of Hatshepsut as a New Kingdom king.

2001 Notes from Marking Centre

(a) The majority of candidates were able to give an accurate description of the Punt expedition, referring to the persons involved, possible location of Punt and the goods traded. A number of candidates discussed the reasons for the expedition, or the benefits of it, rather than focusing on the expedition itself.
(b) Candidates were generally able to support their answer with a range of relevant primary and secondary sources. The best answers in this section were able to offer a clear and detailed explanation of the various factors which enabled Hatshepsut to become king. Weaker answers gave a prepared response on how Hatshepsut justified her claim to the throne. Candidates need to make a clear distinction between the terms ‘regency’ and ‘co-regency’.
(c) Some outstanding arguments were presented in this section by candidates who were able to evaluate various aspects of Hatshepsut’s reign and drew conclusions from their study of therelevant evidence. Best answers were able to show the relationship between these aspects. Weaker answers recited a prepared list of Hatshepsut’s achievements with little or negligible attempt at assessment.
(a) Briefly describe Hatshepsut’s claim to the throne of Egypt.
(b) Assess the role of the officials in the reign of Hatshepsut.
(c) Explain how relevant sources contribute to our understanding of Hatshepsut’s religious beliefs.

Other Papers - Practise as many as possible

2002 Independent Schools Trial
(a) Briefly describe Hatshepsut’s devotion to the god, Amun.
(b) Explain the significance of Hatshepsut’s relationship with Senenmut.
(c) Assess ancient and modern interpretations of Hatshepsut.

2002 Catholic Trials
(a) Briefly describe the position Hatshepsut held in her own society.
(b) Explain the purpose of Hatshepsut’s building program.
(c) Explain how Hatshepsut’s image is shown in ancient and modern sources.

2002 RGHS Trial
(a) Briefly describe Hatshepsut’s building program.
(b) Explain the role of officials in Hatshepsut’s reign.
(c) With reference to sources, assess Hatshepsut’s legacy to the New Kingdom.