BOSTES BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

Centre Number

Student Number

2015 HIGHER SCHOOL CERTIFICATE EXAMINATION

IMPORTANT:
This resource was developed to support a previous version of the syllabus.
It may contain content that differs from the current syllabus.

Ancient History

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black pen
- A source booklet is provided at the back of this paper
- Write your Centre Number and Student Number at the top of this page and page 5

Total marks – 100

Section I Pages 2–6

25 marks

This section has two parts, Part A and Part B

- Allow about 45 minutes for this section

Part A – 15 marks

- Attempt Questions 1–7

Part B – 10 marks

- Attempt Question 8

Section II Pages 7–16

25 marks

- Attempt ONE question from Questions 9–18
- Allow about 45 minutes for this section

Section III Pages 17–21

25 marks

- Attempt ONE question from Questions 19–30
- Allow about 45 minutes for this section

Section IV Pages 22–26

25 marks

- Attempt ONE question from Questions 31–46
- Allow about 45 minutes for this section

Section I — Cities of Vesuvius – Pompeii and Herculaneum

25 marks
Allow about 45 minutes for this section

Part A – 15 marks
Attempt Questions 1–7
Allow about 25 minutes for this part

For multiple-choice questions, fill in the response oval next to the alternative that best answers the question. For other questions, answer in the spaces provided. These spaces provide guidance for the expected length of response.

Refer to the Source Booklet to answer Questions 1–7

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1 What is the name of the god shown in Source *A*? **1**

- ⬭ (A) Apollo
- ⬭ (B) Bacchus
- ⬭ (C) Isis
- ⬭ (D) Jupiter

2 Where would the objects shown in Source *B* most likely have been used? **1**

- ⬭ (A) Amphitheatres
- ⬭ (B) Bars
- ⬭ (C) Baths
- ⬭ (D) Theatres

3 The wooden doors shown in Source *C* were preserved because they were **1**

- ⬭ (A) carbonised by the eruption.
- ⬭ (B) protected by the original owners.
- ⬭ (C) unaffected by the pyroclastic surges.
- ⬭ (D) relocated by the Herculaneum Conservation Project.

4 Which of the following correctly identifies the locations of Pompeii and Herculaneum in Source *D*? **1**

	Pompeii	*Herculaneum*
⬭ (A)	2	4
⬭ (B)	2	3
⬭ (C)	3	2
⬭ (D)	3	1

5 What is the most likely reason for the location of the skeletons shown in Source *E*? **1**

⬭ (A) The people were employed in the boathouse.

⬭ (B) The skeletons were moved there by archaeologists.

⬭ (C) The bodies were deposited by the pyroclastic surge.

⬭ (D) The people were sheltering from the effects of the eruption.

6 Outline the main features of streetscapes in Herculaneum. In your answer, use Source *F* and your own knowledge. **4**

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7 Explain what the evidence reveals about leisure activities in Pompeii. In your answer, use Sources *B* and *G* and your own knowledge. **6**

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2015 HIGHER SCHOOL CERTIFICATE EXAMINATION

Ancient History

Centre Number

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Section I (continued)

Part B – 10 marks
Attempt Question 8
Allow about 20 minutes for this part

Refer to the Source Booklet to answer Question 8

Answer the question in the space provided. This space provides guidance for the expected length of response.

Question 8 (10 marks)

How has the understanding of ethical issues related to the study and display of human remains in Pompeii and Herculaneum changed over time?

In your answer, refer to Sources *E*, *H*, and *I* and your own knowledge.

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Question 8 continues on page 6

Question 8 (continued)

End of Question 8

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Ancient History

Section II — Ancient Societies

25 marks
Attempt ONE question from Questions 9–18
Allow about 45 minutes for this section

Answer the question in the Sections II, III and IV Writing Booklet. Extra writing booklets are available.

Question 9 — Option A – Egypt: Society in Old Kingdom Egypt, Dynasties III to VI (25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Writing Booklet.

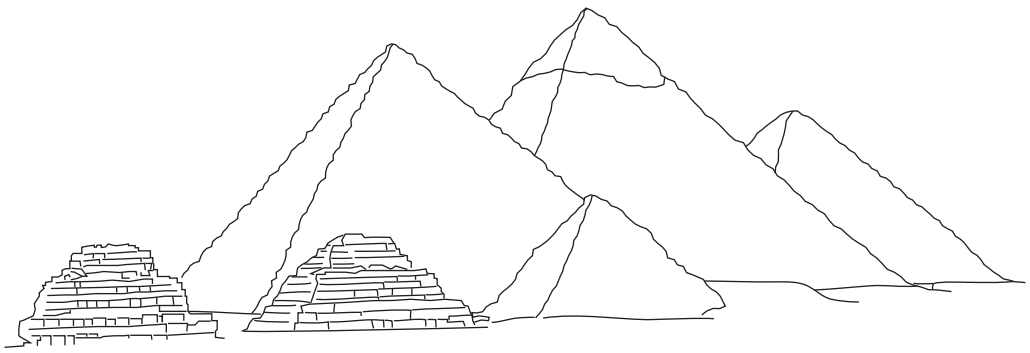
(a) Name TWO Old Kingdom sites. **2**

(b) What was the importance of the Nile to agriculture? **3**

(c) Describe the main features of literature in this period. **5**

Answer part (d) of the question on pages 5–8 of the Writing Booklet.

(d) What does evidence reveal about royal funerary practices in this period? In your answer, use Source *J*, other sources, and your own knowledge. **15**



Source *J*: Line drawing of pyramid complex, Giza

Question 10 — Option B – Egypt: Society in New Kingdom Egypt to the death of Amenhotep III (25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Writing Booklet.

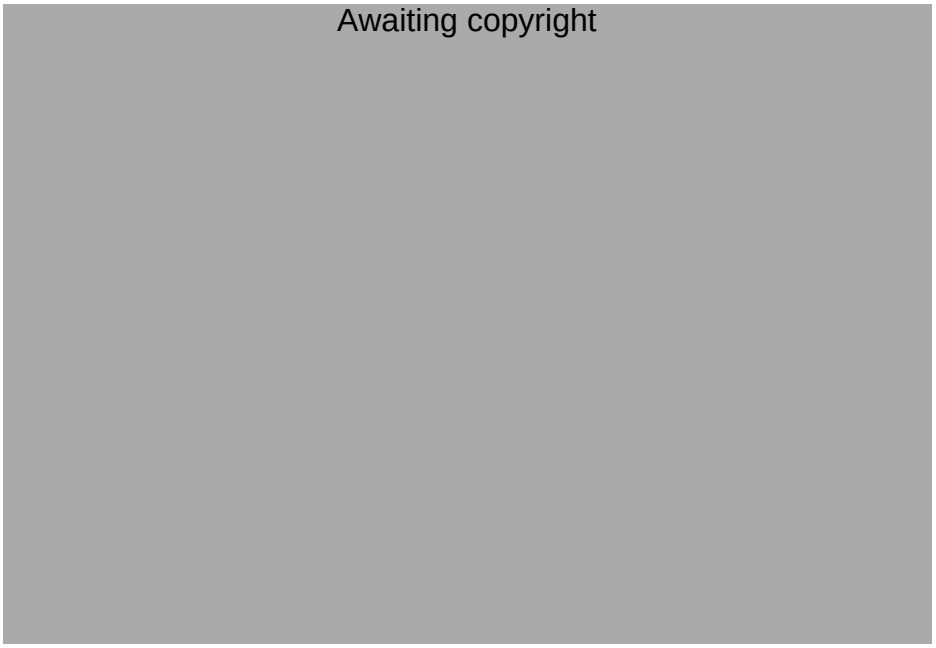
(a) Name TWO New Kingdom sites. **2**

(b) What was the significance of *ma'at* to the pharaoh? **3**

(c) Describe the main features of trade during this period. **5**

Answer part (d) of the question on pages 5–8 of the Writing Booklet.

(d) What does evidence reveal about religious festivals in this period? **15**
In your answer, use Source *K*, other sources, and your own knowledge.



Source *K*: Wall relief from the Red Chapel, Karnak

http://www.odysseyadventures.ca/articles/egyptian_temples/boatprocession.jpg

Question 11 — Option C – Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX
(25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Writing Booklet.

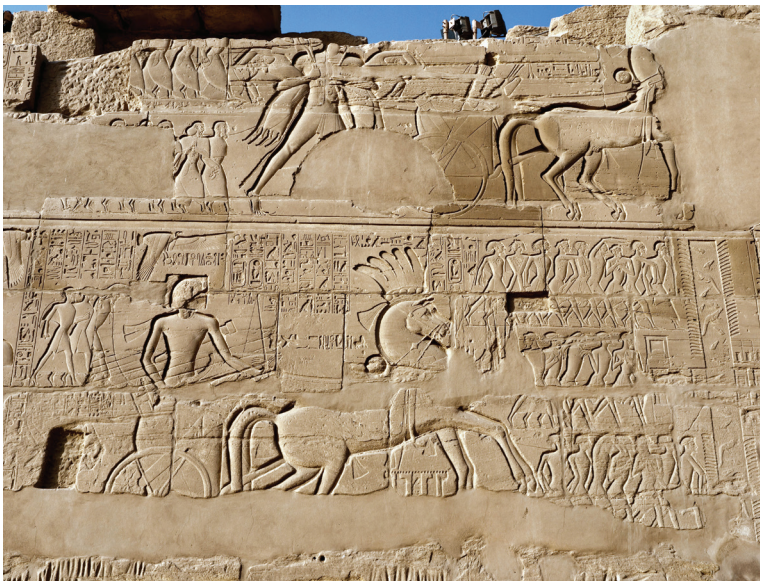
(a) Name TWO New Kingdom gods. **2**

(b) What was the significance of Medinet Habu? **3**

(c) Describe the main features of temple architecture in this period. **5**

Answer part (d) of the question on pages 5–8 of the Writing Booklet.

(d) What does evidence reveal about the army in this period? **15**
In your answer, use Source *L*, other sources, and your own knowledge.



Source *L*: Wall relief from the Great Hypostyle Hall, Karnak

© Flickr user: Kairoinfo4u

Question 12 — Option D – The Near East: Assyrian society from Sargon II to Ashurbanipal (25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Writing Booklet.

(a) Name TWO industries in Assyria. **2**

(b) What was the role of a *lamassu* in Assyrian society? **3**

(c) Describe the main features of royal cities in this period. **5**

Answer part (d) of the question on pages 5–8 of the Writing Booklet.

(d) What does evidence reveal about the roles of an Assyrian king? **15**
In your answer, use Source *M*, other sources, and your own knowledge.



Source *M*: Stela of Ashurbanipal, Babylon
© The Trustees of the British Museum

Question 13 — Option E – The Near East: Society in Israel from Solomon to the fall of Samaria (25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Writing Booklet.

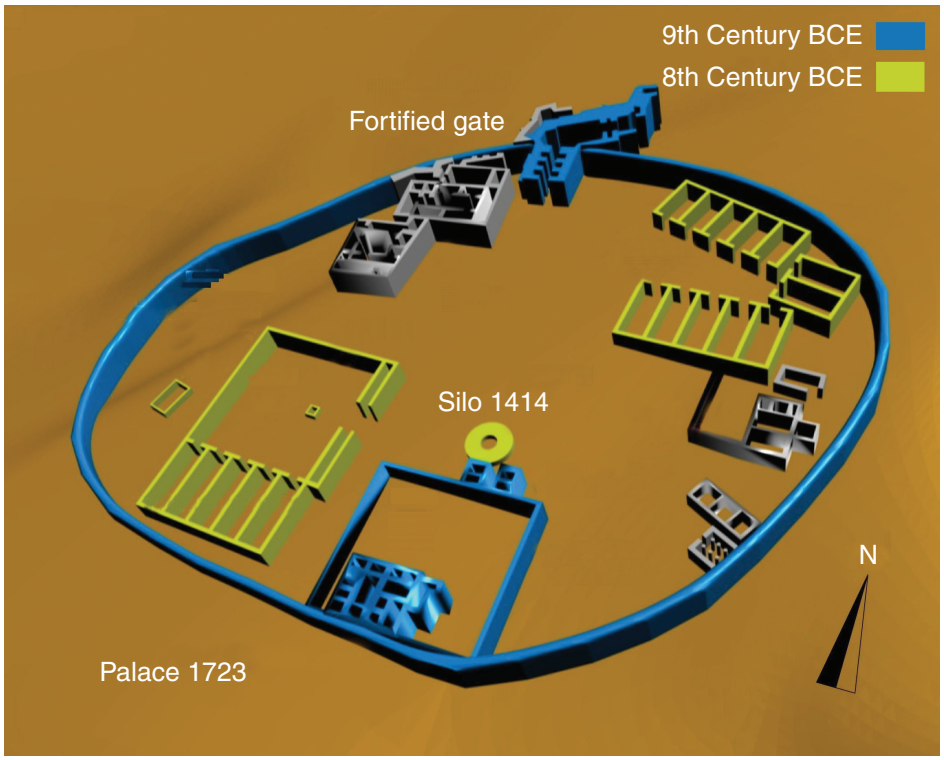
(a) Name TWO Israelite prophets. **2**

(b) What was the significance of the Samarian ivories? **3**

(c) Describe the main features of the biblical narrative for this period. **5**

Answer part (d) of the question on pages 5–8 of the Writing Booklet.

(d) What does evidence reveal about political organisation in Israel during this period? In your answer, use Source *N*, other sources, and your own knowledge. **15**



© Daniel Baránek

Source *N*: Plan of Megiddo

Question 14 — Option F – The Near East: Persian society at the time of Darius and Xerxes (25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Writing Booklet.

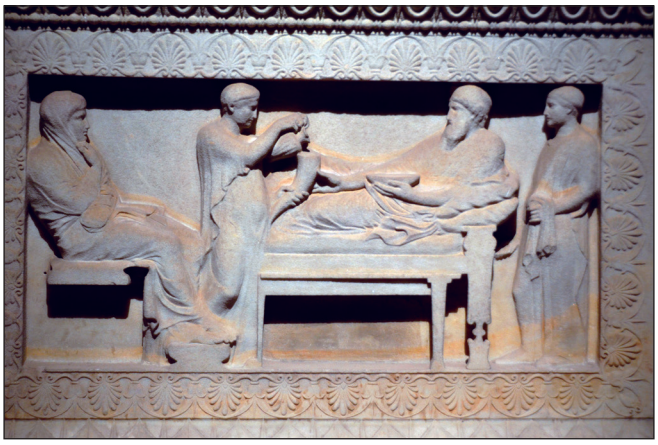
(a) Name TWO sites in ancient Persia. **2**

(b) What was the role of the *Magi*? **3**

(c) Describe the main features of Persian art in this period. **5**

Answer part (d) of the question on pages 5–8 of the Writing Booklet.

(d) What does evidence reveal about political organisation in this period? **15**
In your answer, use Source *O*, other sources, and your own knowledge.



Source *O*: Satrap sarcophagus, Sidon
With kind permission of Dick Osseman

Question 15 — Option G – Greece: The Bronze Age – Society in Minoan Crete
(25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Writing Booklet.

(a) Name TWO Minoan sites. **2**

(b) What was the nature of Minoan *thalassocracy*? **3**

(c) Describe the main features of the palace economy. **5**

Answer part (d) of the question on pages 5–8 of the Writing Booklet.

(d) What does evidence reveal about architecture in Minoan society? **15**
In your answer, use Source *P*, other sources, and your own knowledge.



Source *P*: Model of Minoan house
Reproduced with kind permission of Professor W. Sheppard Baird

Question 16 — Option H – Greece: The Bronze Age – Mycenaean society
(25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Writing Booklet.

(a) Name TWO Mycenaean sites. **2**

(b) What was the role of a *tholos* in Mycenaean society? **3**

(c) Describe the main features of Mycenaean trade. **5**

Answer part (d) of the question on pages 5–8 of the Writing Booklet.

(d) What does evidence reveal about warfare in Mycenaean society? In your answer, use Source *Q,* other sources, and your own knowledge. **15**



Source *Q*: Warrior Vase

Question 17 — Option I – Greece: Spartan society to the Battle of Leuctra 371 BC (25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Writing Booklet.

(a) Name TWO festivals in Spartan society. **2**

(b) What was the significance of the 'inferiors' in Spartan society? **3**

(c) Describe the main features of the *agoge*. **5**

Answer part (d) of the question on pages 5–8 of the Writing Booklet.

(d) What does evidence reveal about the roles of the king in Spartan society? In your answer, use Source *R*, other sources, and your own knowledge. **15**



Source *R*: Portrait bust of Spartan warrior once linked to Leonidas

Original image by Marie-Lan Nguyen. Uploaded by Mark Cartwright, published on 11 May 2013 under the Creative Commons: Attribution-ShareAlike licence.

Question 18 — Option J – Greece: Athenian society in the time of Pericles
(25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Writing Booklet.

(a) Name TWO public buildings in Athens. **2**

(b) What was the importance of the metics in Athenian society? **3**

(c) Describe the main features of the *Panathenaia*. **5**

Answer part (d) of the question on pages 5–8 of the Writing Booklet.

(d) What does evidence reveal about the structures and features of Athenian democracy in this period? In your answer, use Source *S*, other sources, and your own knowledge. **15**



Source *S*: Ostraka, Athens
http://www.virtourist.com/europe/greece/athens/imatges/07.jpg

Section III — Personalities in Their Times

25 marks
Attempt ONE question from Questions 19–30
Answer BOTH parts (a) and (b) in the question you attempt
Allow about 45 minutes for this section

Answer the question on pages 10–16 of the Sections II, III and IV Writing Booklet. Extra writing booklets are available.

Your answers will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- use relevant sources to support your response
- communicate ideas and information using historical terms and concepts appropriately
- present a sustained, logical and cohesive response

Question 19 — Option A – Egypt: Hatshepsut (25 marks)

(a) Describe Hatshepsut's relationship with the Amun priesthood. **10**

(b) *Erection of two great obelisks for her father, Amun-Re, in front of the august colonnade, wrought with exceedingly plentiful electrum. Their height pierces to heaven, illuminating the Two Lands like the sun-disk. Never was done the like since the beginning.* **15**

J H BREASTED, *Ancient Records of Egypt* Vol 2

Why did Hatshepsut undertake a building program? In your answer, refer to the above quotation and other sources.

Question 20 — Option B – Egypt: Akhenaten (25 marks)

(a) Describe the role and representation of the royal family during the reign of Akhenaten. **10**

(b) *To Endaruta, the ruler of Akshapa say: Thus says the king: He sends this tablet to you, saying to you; Be on your guard; guard the place of the king where you are.* **15**

Letter from Akhenaten to Endaruta,
ruler of Achshaph (a city of Canaan), EA367

How successful was Akhenaten's foreign policy? In your answer, refer to the above quotation and other sources.

Question 21 — Option C – Egypt: Ramesses II (25 marks)

(a) Describe the influences of Thutmose III, Amenhotep III and Seti I on Ramesses II. **10**

(b) Awaiting copyright **15**

How effectively did Ramesses II manage foreign policy? In your answer, refer to the above quotation and other sources.

Question 22 — Option D – The Near East: Sennacherib (25 marks)

(a) Describe the military campaigns of Sennacherib in Judah. **10**

(b) Awaiting copyright **15**

Why was Sennacherib murdered? In your answer, refer to the above quotation and other sources.

Question 23 — Option E – The Near East: Xerxes (25 marks)

(a) Describe Xerxes' building program at Persepolis. **10**

(b) *Xerxes at first was not at all interested in invading Greece but began his reign by building up an army for a campaign in Egypt. But Mardonius – the son of Gobryas ... used constantly to talk to him on the subject. 'Master,' he would say, 'the Athenians have done us great injury, and it is only right that they should be punished for their crimes.'* **15**

From The Histories by Herodotus, translated by Aubrey de Sélincourt, revised with introductory matter and notes by John Marincola (Penguin Classics 1954, Second revised edition 1996). Translation © 1954 by Aubrey de Sélincourt. This revised edition © John Marincola, 1996.

Why did Xerxes invade Greece? In your answer, refer to the above quotation and other sources.

Question 24 — Option F – The Near East: Hannibal (25 marks)

(a) Describe Hannibal's relationship with Fabius Maximus and Scipio Africanus. **10**

(b) *For sixteen years he fought a war against the Romans in Italy without a pause, and in all that time he never released his army from service in the field, and yet kept those great numbers under his control, and free from disaffection either toward himself or to each other.* **15**

Polybius, *Histories* 9.22–26

How successful was Hannibal as a general? In your answer, refer to the above quotation and other sources.

Question 25 — Option G – Greece: Pericles (25 marks)

(a) Describe the impact of Pericles' death. **10**

(b) *Pericles, because of his position, his intelligence, and his known integrity, could respect the liberty of the people and at the same time hold them in check.* **15**

Thucydides, *History of the Peloponnesian War* II.65

FromThe History of the Peloponnesian War by Thucydides, translated by Rex Warner, with an introduction and notes by M. I. Finley (Penguin Classics 1954, Revised edition 1972). Translation © Rex Warner, 1954. Introduction and Appendices © M. I. Finley, 1972.

How successful was Pericles in maintaining leadership and influence in Athens?

Question 26 — Option H – Greece: Alexander the Great (25 marks)

(a) Describe the impact of Alexander's death. **10**

(b) *... Alexander was eager for action and opposed to any postponement ... It would be a disgrace, he pointed out, for one who had been appointed by Greece to command the war, and who had inherited his father's invincible forces, to sit at home celebrating a marriage and awaiting the birth of children.* **15**

Diodorus Siculus, *The Library of History* XVII.16.1–2

Why did Alexander invade the Persian empire? In your answer, refer to the above quotation and other sources.

Question 27 — Option I – Greece: Cleopatra VII (25 marks)

(a) Describe the impact of Cleopatra VII's death. **10**

(b) *Plato says there are four kinds of flattery – Cleopatra had a thousand. Whether Antony was in a serious or frivolous mood she had some new charm or amusement tailored to his desires. She was with him all the time, never letting him out of her sight by day or by night. She played dice with him, hunted with him, and came to watch when he practised his swordsmanship.* **15**

Plutarch, *Life of Antony* 29

From The Enemies of Rome, By Philip Matyszak © 2004 Thames & Hudson Ltd, London. Reprinted by kind permission of Thames & Hudson Ltd.

How significant to Cleopatra VII's career was her relationship with Mark Antony? In your answer, refer to the above quotation and other sources.

Question 28 — Option J – Rome: Tiberius Gracchus (25 marks)

(a) Describe the impact of Tiberius Gracchus' death **10**

(b) *The wealthy classes and the landowners, on the other hand, were bitterly opposed to these proceedings: they hated the law out of sheer greed and its originator out of personal resentment.* **15**

Plutarch, *Life of Tiberius Gracchus* 9

From Makers of Rome by Plutarch, translated with an introduction by Ian Scott-Kilvert (Penguin Classics, 1965). © Ian Scott-Kilvert, 1965.

How significant were political opponents to the career of Tiberius Gracchus? In your answer, refer to the above quotation and other sources.

Question 29 — Option K – Rome: Julius Caesar (25 marks)

(a) Describe Julius Caesar's role in the First Triumvirate. **10**

(b) *[Cicero] comprehended [understood] the powerful character hidden beneath his kindly and cheerful exterior ... (and) said that in most of Caesar's political plans and projects he saw a tyrannical purpose.* **15**

Plutarch, *Life of Julius Caesar* 4

What impact did Julius Caesar's personality have on his career? In your answer, refer to the above quotation and other sources.

Question 30 — Option L – Rome: Agrippina the Younger (25 marks)

(a) Describe the early life of Agrippina the Younger until the death of Caligula. **10**

(b) *She had wanted to be co-ruler – to receive oaths of allegiance from the Guard, and to subject senate and public to the same humiliation. Disappointed of this, she had hated all of them – army, senate and people.* **15**

Tacitus, *Annals* 14.11

Why did Agrippina the Younger lose her power and influence? In your answer, refer to the above quotation and other sources.

Section IV — Historical Periods

25 marks
Attempt ONE question from Questions 31–46
Allow about 45 minutes for this section

Answer the question on pages 18–24 of the Sections II, III and IV Writing Booklet. Extra writing booklets are available.

Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- use relevant sources to support your response
- communicate ideas and information using historical terms and concepts appropriately
- present a sustained, logical and cohesive response

Question 31 — Option A – Egypt: From Unification to the First Intermediate Period (25 marks)

(a) To what extent did the roles and influence of the nobility change during this period? **25**

OR

(b) Evaluate the role of Narmer in the development of pharaonic images and titles in this period. **25**

Question 32 — Option B – Egypt: New Kingdom Egypt to the death of Thutmose IV (25 marks)

(a) Evaluate the role of the Hyksos in the establishment of the Eighteenth Dynasty. **25**

OR

(b) Assess the importance of the 'warrior pharaoh' image during this period. **25**

Question 33 — Option C – Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II (25 marks)

(a) To what extent were Akhenaten's policies a 'revolution'? **25**

OR

(b) Evaluate Amenhotep III's contribution to this period. **25**

Question 34 — Option D – The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC (25 marks)

(a) Assess the impact on Assyria's empire of its relationship with Babylon in this period. **25**

OR

(b) To what extent did the problems of succession faced by Assyrian kings affect the empire in this period? **25**

Question 35 — Option E – The Near East: Israel and Judah from Solomon to the fall of Jerusalem (25 marks)

(a) To what extent did the relationship between Israel and Judah change during this period? **25**

OR

(b) Assess the impact of deportations on Israel and Judah during this period. **25**

Question 36 — Option F – The Near East: Persia from Cyrus II to the death of Darius III (25 marks)

(a) Assess the contribution of Cyrus II to Persia during this period. **25**

OR

(b) To what extent did internal problems in the Persian empire cause its invasion and overthrow by the Macedonians? **25**

Question 37 — Option G – Greece: The development of the Greek world 800–500 BC (25 marks)

(a) Evaluate the role of technological innovations in the emergence of Greek city states during this period. **25**

OR

(b) Assess the impact of the Peloponnesian League on the Greek world during this period. **25**

Question 38 — Option H – Greece: The Greek world 500–440 BC (25 marks)

(a) Assess the effectiveness of preparations undertaken in Persia and Greece during the inter-war period. **25**

OR

(b) To what extent did members of the Delian League lose their independence? **25**

Question 39 — Option I – Greece: The Greek world 446–399 BC (25 marks)

(a) To what extent was Nicias responsible for the defeat of the Sicilian expedition? **25**

OR

(b) Assess the impact of Cleon and Brasidas on the Archidamian War. **25**

Question 40 — Option J – Greece: Fourth-century Greece to the death of Philip II of Macedon (25 marks)

(a) Assess the impact of the Theban hegemony on Greece during this period. **25**

OR

(b) Evaluate the consequences of the Battle of Chaeronea. **25**

Question 41 — Option K – Rome: 264–133 BC (25 marks)

(a) To what extent was Carthage responsible for its own destruction in 146 BC? **25**

OR

(b) Assess the role of the Senate during this period. **25**

Question 42 — Option L – Rome: Political revolution in Rome 133–78 BC (25 marks)

(a) Assess the impact of foreign wars and invasions on Rome during this period. **25**

OR

(b) To what extent did the career of Marius lead to political revolution in this period? **25**

Question 43 — Option M – Rome: The fall of the Republic 78–31 BC (25 marks)

(a) Assess the impact of Cicero on political developments in this period. **25**

OR

(b) To what extent did Caesar's assassination lead to the fall of the Republic? **25**

Question 44 — Option N – Rome: The Augustan Age 44 BC – AD 14 (25 marks)

(a) To what extent did the titles and honours of the *princeps* form the basis of Augustan power? **25**

OR

(b) Assess the role of the imperial family in this period. **25**

Question 45 — Option O – Rome: Rome in the time of the Julio-Claudians AD 14–69 (25 marks)

(a) Assess the significance to the principate of building programs during this period. **25**

OR

(b) Evaluate the role and contribution of Seneca in this period. **25**

Question 46 — Option P – Rome: The Roman Empire AD 69–235 (25 marks)

(a) Assess the roles of Plotina and Julia Domna in relation to political developments in this period. **25**

OR

(b) Evaluate the effectiveness of Rome's foreign policy during this period. **25**

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2015 **HIGHER SCHOOL CERTIFICATE EXAMINATION**

Ancient History

Source Booklet

Instructions
Detach this source booklet

Source *A* Page 2

Source *B* Page 2

Source *C* Page 3

Source *D* Page 3

Source *E* Page 4

Source *F* Page 4

Source *G* Page 5

Source *H* Page 5

Source *I* Page 6

2023

Source *A*

Wall painting from the House of the Centenary, Pompeii



https://en.wikipedia.org/wiki/House_of_the_Centenary#/media/File:Pompeii_-_Casa_del_Centenario_-_MAN.jpg

Source *B*

Image of *strigil* and oil container found at Pompeii

Awaiting copyright

Source *C*

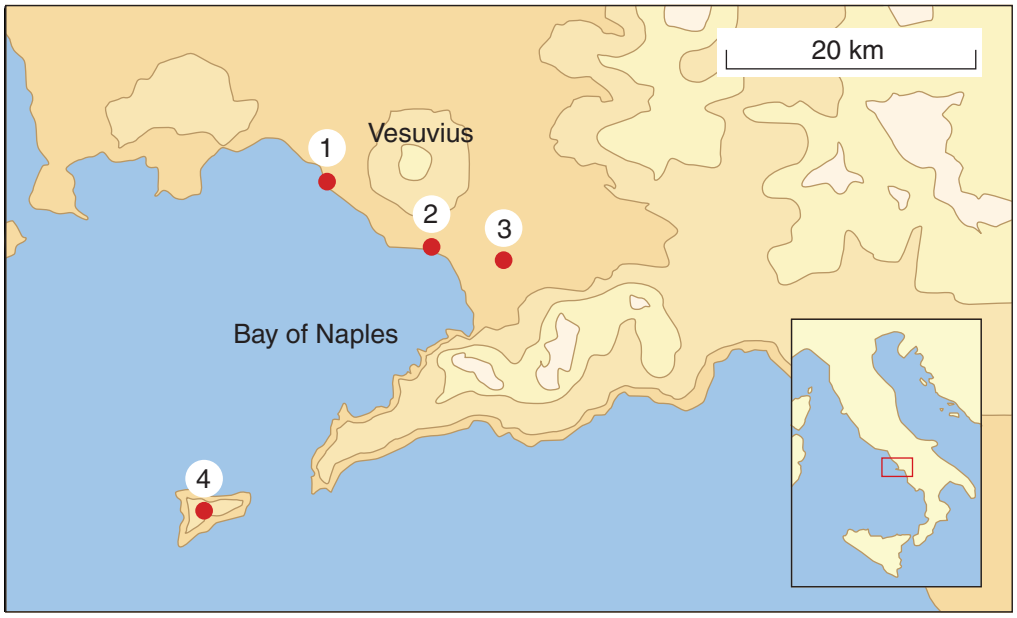
Image of the remains of wooden doors from the House of the Wooden Partition, Herculaneum



© Becky Milne (Flickr user: littlemisspurps)

Source *D*

Map of Vesuvius and its surroundings



© MapMaster

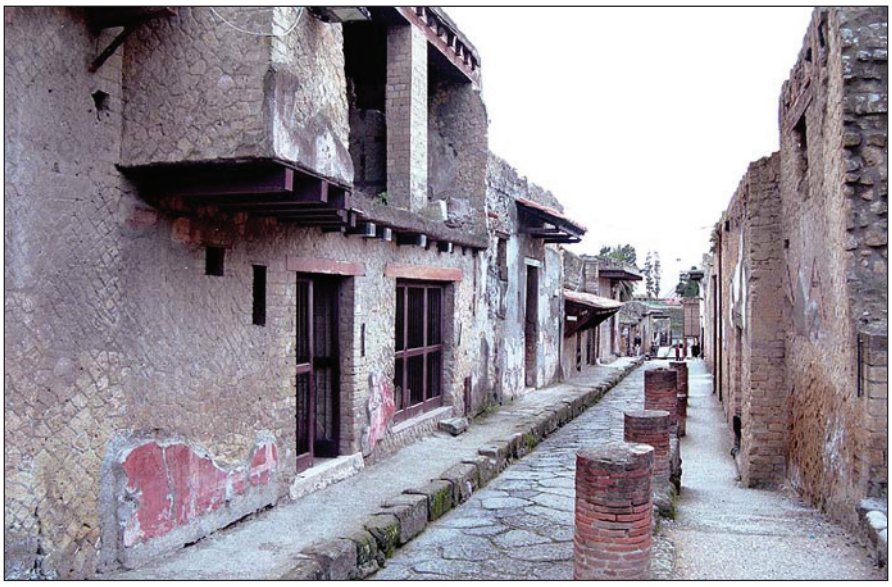
Source *E*

Photograph of interior of a boathouse, Herculaneum



Source *F*

Image of streetscape, Herculaneum



Source *G*

Mosaic from the House of the Faun, Pompeii



Source *H*

Excerpt from 'Victims of the Cataclysm' in *The World of Pompeii,* 2009

> It has traditionally been asserted that the sample of victims in Pompeii is skewed towards the old, the infirm, the very young, and women, all of whom were assumed to have been less likely to escape. There was no such assumption of bias at Herculaneum, since most inhabitants were presumed to have survived, until the discovery of skeletal evidence in 1982 … The skeletal evidence from the Pompeian and Herculanean adult samples suggested that there was no significant sex or age bias among the victims.
>
> DR ESTELLE LAZER

© Estelle Lazer

Source *I*

Excerpt from 'Pompeii's not-so-ancient Roman remains', *BBC News Magazine*, 2013

> Ghoulish as they are, for most of us (me included), these bodies are always one of the highlights of any display of the discoveries from Pompeii (and a group of them will be starring in an upcoming exhibition at the British Museum). ... The truth is, though, that they are not actually bodies at all. They are the product of a clever bit of archaeological ingenuity, going back to the 1860s.
>
> MARY BEARD
> Professor of Classics, Cambridge University

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