NSW EDUCATION STANDARDS AUTHORITY

Centre Number

Student Number

2017

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 – 25 marks (pages 2–6)

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 – 25 marks (pages 7–16)

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

Section III – 25 marks (pages 17–23)

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

Section IV – 25 marks (pages 24–28)

- 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 Source *A* provides evidence for which feature of life in Pompeii? **1**

- ⬭ A. Clothing
- ⬭ B. Leisure
- ⬭ C. Religion
- ⬭ D. Trade

2 Consider the following statements in relation to Source *B*. **1**

Statement I: Spoiling the water supply was a punishable offence in Herculaneum.
Statement II: Slaves could not use public fountains in Herculaneum.

- ⬭ A. Both statements are true.
- ⬭ B. Both statements are false.
- ⬭ C. Statement I is false, Statement II is true.
- ⬭ D. Statement I is true, Statement II is false.

3 Which occupation does Source *C* depict? **1**

- ⬭ A. Fuller
- ⬭ B. Gold-worker
- ⬭ C. Mat-maker
- ⬭ D. Tanner

4 Which feature of Source *D* identifies Pompeii as a Roman colony? **1**

- ⬭ A. Latin names
- ⬭ B. Amphitheatre
- ⬭ C. Reference to 'honour'
- ⬭ D. Quinquennial *duumvirs*

5 Where is the structure shown in Source *E* located? **1**

- ⬭ A. On the Via Consulare, Pompeii
- ⬭ B. Outside the Nuceria Gate, Pompeii
- ⬭ C. Outside the Suburban Baths, Herculaneum
- ⬭ D. On the Decumanus Maximus, Herculaneum

6 Outline the influence of Egyptian culture in Pompeii. In your answer, refer to Source *F* and your own knowledge. **4**

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7 Describe the key features of political life in Pompeii and Herculaneum. Refer to Sources *B* and *D* and your own knowledge. **6**

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Ancient History

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 have conservation efforts attempted to deal with the impact of tourism at Pompeii and Herculaneum?

In your answer, refer to Sources *G* and *H* 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.

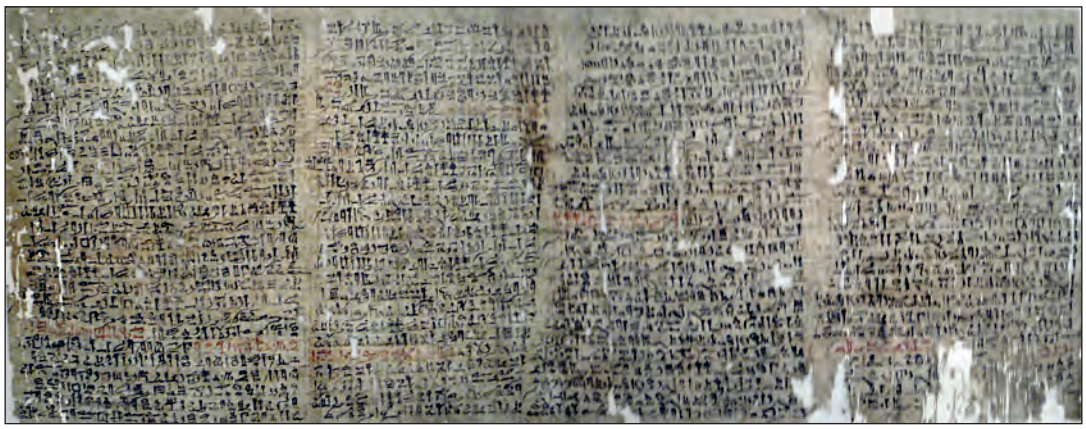
(a) Name TWO types of Old Kingdom official. **2**

(b) What was the importance of the Nile in Old Kingdom Egypt? **3**

(c) Describe the architectural features of Dynasty IV royal tombs. **5**

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

(d) What does evidence reveal about cultural life in this period? In your answer, refer to Source *I*, other sources, and your own knowledge. **15**



Source *I*: Westcar Papyrus

Photographer: Keith Schengili-Roberts

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 royal women from this period. **2**

(b) What was the importance of the Osiris myth in this period? **3**

(c) Describe the roles of scribes in this period. **5**

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

(d) What does evidence reveal about cultural life in this period? In your answer, refer to Source *J*, other sources, and your own knowledge. **15**

> Do not talk back to an angry superior,
> Let him have his way;
> Speak sweetly when he speaks sourly,
> It's the remedy that calms the heart.

Source *J*: Extract from *The Instruction of Ani*

© University of California Press

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 royal women from this period. **2**

(b) What was the importance of the *Am Duat* in this period? **3**

(c) Describe the roles of scribes in this period. **5**

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

(d) What does evidence reveal about cultural life in this period? In your answer, refer to Source *K*, other sources, and your own knowledge. **15**

Hearing your voice is pomegranate wine,
I live by hearing it.
Each look with which you look at me
Sustains me more than food and drink.

Source *K*: Extract from a love poem

Reproduced with permission of University of California Press

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 gods or goddesses worshipped in Assyrian society. **2**

(b) What was the importance of the genii in this period? **3**

(c) Describe the roles of scribes in this period. **5**

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

(d) What does evidence reveal about cultural life in this period? In your answer, refer to Source *L*, other sources, and your own knowledge. **15**

> I ask you… great lord, whether Esarhaddon,
> king of Assyria, with his army and camp,
> should take the road and go to the district of Egypt, as he wishes,
> and wage war against Taharka, king of Cush and his army.

Source *L*: Extract from letter containing an omen query

© Ivan Starr and the Neo-Assyrian Text Corpus Project, 1990

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 kings of Israel in this period. **2**

(b) What was the importance of Elisha in this period? **3**

(c) Describe the nature of conflicting religious beliefs in this period. **5**

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

(d) What does evidence reveal about cultural life in this period? In your answer, refer to Source *M*, other sources, and your own knowledge. **15**

> Here is the account of the forced labour King Solomon conscripted to build the LORD's temple, his own palace, the terraces, the wall of Jerusalem, and Hazor, Megiddo and Gezer.

Source *M*: I Kings 9:15

Holy Bible, New International Version® Anglicized, NIV® Copyright © 1979, 1984, 2011 by Biblica, Inc.® Used by permission. All rights reserved worldwide

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 Persian palace complexes. **2**

(b) What was the importance of the king's bureaucracy in Persian society? **3**

(c) Describe the features of royal funerary customs in this period. **5**

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

(d) What does evidence reveal about cultural life in this period? In your answer, refer to Source *N*, other sources, and your own knowledge. **15**



Source *N*: Relief of Persian king

Photographer: Darafsh Kaviyani

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 palace complexes. **2**

(b) What was the importance of agriculture in Minoan society? **3**

(c) Describe the issues relating to the gender and identity of Minoan rulers. **5**

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

(d) What does evidence reveal about cultural life in this period? In your answer, refer to Source *O*, other sources, and your own knowledge. **15**



Source *O*: Minoan sealstone

Walter Arts Museum, 1941

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 gods or goddesses worshipped in Mycenaean society. **2**

(b) What was the importance of agriculture in Mycenaean society? **3**

(c) Describe the issues relating to the identity and role of the Mycenaean ruler/s. **5**

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

(d) What does evidence reveal about cultural life in this period? In your answer, refer to Source *P*, other sources, and your own knowledge. **15**



Source *P*: Boar's tusk helmet, Mycenae

Jennifer Brown (Jaunting Jen)

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 roles of the *periokoi* in Spartan society. **2**

(b) What was the importance of Artemis Orthia in this period? **3**

(c) Describe the features of Spartan marriage customs. **5**

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

(d) What does evidence reveal about cultural life in this period? In your answer, refer to Source *Q*, other sources, and your own knowledge. **15**



Source *Q*: Laconian cup

Artist: Naucratis Painter, Photographer: Bibi Saint-Pol

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 temples in Athens during this period. **2**

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

(c) Describe the features of Athenian funerary customs and rituals in this period. **5**

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

(d) What does evidence reveal about cultural life in this period? In your answer, refer to Source *R*, other sources, and your own knowledge. **15**



Source *R*: Painted vase

© The Metropolitan Museum of Art

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 claim to the throne and succession. **10**

(b) This material cannot be displayed, due to copyright issues. **15**

Catharine H Roehrig, Renée Dreyfus, Cathleen A Keller
Hatshepsut: From Queen to Pharaoh, 2005

Assess Hatshepsut's influence on her time. In your response, refer to the above quotation and other sources.

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

(a) Describe Akhenaten's early building program before his transfer of the capital to Akhetaten. **10**

(b) *Akhenaten is often called a rebel pharaoh or a heretic pharaoh, and his reign a revolution or a reformation. Certainly great changes took place when he was pharaoh that had lasting consequences… Akhenaten certainly sponsored these, but how far did he initiate them?* **15**

Akhenaten: History, Fantasy and Ancient Egypt, Dominic Montserrat, Routledge, London, 2000, page 36, ISBN: 978-0415301862

Assess Akhenaten's influence on his time. In your response, refer to the above quotation and other sources.

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

(a) Describe the establishment and significance of Per-Ramesses. **10**

(b) *His building projects were without precedent in number and in their colossal size. He was not the match of Tuthmosis III as a military leader, but he had to contend with more difficulties and opposition…* **15**

Erik Hornung, *History of Ancient Egypt*, 1999, Edinburgh University Press

Assess Ramesses II's influence on his time. In your response, refer to the above quotation and other sources.

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

(a) Describe Sennacherib's succession to the kingship. **10**

(b) This material cannot be displayed, due to copyright issues. **15**

Georges Roux
Ancient Iraq, 1992

Assess Sennacherib's influence on his time. In your response, refer to the above quotation and other sources.

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

(a) Describe Xerxes' succession to the kingship. **10**

(b) This material cannot be displayed, due to copyright issues. **15**

Richard Stoneman
Xerxes: A Persian Life, 2015

Assess Xerxes' influence on his time. In your response, refer to the above quotation and other sources.

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

(a) Describe Hannibal's early career to the beginning of the Second Punic War. **10**

(b) *As a result of Cannae and his other victories, Hannibal is often referred to as the one great enemy in the epic story of the rise of Rome… Hannibal's reputation, even among those who fought against him, was as the most brilliant and determined military commander of his generation.* **15**

Eve McDonald
Hannibal: A Hellenistic Life, 2015
© 2015 Eve McDonald, originally published by Yale University Press

Assess Hannibal's influence on his time. In your response, refer to the above quotation and other sources.

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

(a) Describe Pericles' family background and education. **10**

(b) **15**

This material cannot be displayed,
due to copyright issues.

Donald Kagan
Pericles of Athens and the Birth of Democracy, 1998

* rhetorician *public speaker*

Assess Pericles' influence on his time. In your response, refer to the above quotation and other sources.

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

(a) Describe Alexander's education and early career to the death of Philip II. **10**

(b) **15**

This material cannot be displayed,
due to copyright issues.

Nigel Guy Wilson
'Alexander III the Great, 356–323 BC: King of Macedon',
Encyclopedia of Ancient Greece, 2006

Assess Alexander the Great's influence on his time. In your response, refer to the above quotation and other sources.

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

(a) Describe Cleopatra VII's career until the end of the Alexandrian civil war. **10**

(b) *Cleopatra VII was an accomplished diplomat, naval commander, administrator, linguist, and author, who skilfully managed her kingdom in the face of a deteriorating political situation and increasing Roman involvement.* **15**

Duane W Roller
Cleopatra: A Biography, 2010

Reproduced by permission of Oxford University Press, USA

Assess Cleopatra VII's influence on her time. In your response, refer to the above quotation and other sources.

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

(a) Describe Tiberius Gracchus' early career before his tribunate. **10**

(b) *Tiberius' proposals… were hardly extremist, excessive or crazy; indeed they – whatever be said of their introduction – were a model of cool reasonableness.* **15**

John Ferguson
Utopias of the Classical World
© 1975 Thames and Hudson Ltd, London

Assess Tiberius Gracchus' influence on his time. In your response, refer to the above quotation and other sources.

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

(a) Describe Julius Caesar's early political career to 60 BC. **10**

(b) *… virtually every historian believes Caesar did have a programme – or set of programmes – of some sort, and most believe it involved perceptive and far-reaching principles of government.* **15**

B D Hoyos
'Imperial Caesar?', *Res Romanae*, 2009
Reproduced with permission from the Macquarie Ancient History Association, Macquarie University

Assess Julius Caesar's influence on his time. In your response, refer to the above quotation and other sources.

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

(a) Describe Agrippina's relationships with Seneca, Burrus and the imperial freedmen. **10**

(b) *[Agrippina] was, to be sure, calculating, ambitious for power, and determined to be respected and feared. But she deserves credit for wise financial policies and the generally effective administration that prevailed in the latter part of Claudius' reign and the first part of Nero's.* **15**

Erich S Gruen
'Introduction' in *Representing Agrippina: Constructions of Female Power in the Early Roman Empire*, Ginsberg 2006
By permission of Oxford University Press. www.oup.com

Assess Agrippina's influence on her time. In your response, 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) Assess the significance of political and religious developments from unification to the end of Dynasty II. **25**

OR

(b) To what extent did the rulers of Dynasty VI have a positive impact on Egypt? **25**

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

(a) Assess the contributions of prominent officials within Egypt and the 'empire' in this period. **25**

OR

(b) To what extent did relations between Egypt and Mitanni change in this period? **25**

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

(a) Assess the contributions of prominent officials within Egypt and the 'empire' in this period. **25**

OR

(b) To what extent did relations between Egypt and Hatti improve after the Battle of Kadesh? **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 contributions of Esarhaddon to Assyria in this period. **25**

OR

(b) To what extent did the nature and role of the Assyrian army change in this period? **25**

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

(a) Assess the effectiveness of reform movements in the Kingdom of Judah in this period. **25**

OR

(b) To what extent was dynastic instability responsible for the fall of the Kingdom of Israel? **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 Darius I to the internal development of Persia in this period. **25**

OR

(b) To what extent was Darius III responsible for the 'decline' of the Persian empire? **25**

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

(a) Assess the influences on Spartan foreign policy in this period. **25**

OR

(b) To what extent was colonisation beneficial to the Greek world in this period? **25**

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

(a) Assess the impact of the Persian Wars on Athens and Sparta. **25**

OR

(b) Evaluate the contributions of Cimon and Aristides the Just to the development of the Delian League in the period up to the Battle of the Eurymedon River. **25**

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

(a) Assess the impact of the deaths of Pericles, Cleon and Brasidas on the Archidamian War. **25**

OR

(b) To what extent was Lysander responsible for Athenian defeat and Spartan victory in the Peloponnesian War? **25**

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

(a) Evaluate the significance of the 'King's Peace' in this period. **25**

OR

(b) To what extent was Philip II responsible for the rise of Macedon? **25**

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

(a) To what extent did Roman politics and society change in this period? **25**

OR

(b) Assess the consequences of Rome's victories over Carthage in the Punic Wars. **25**

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

(a) To what extent did the tribunes Gaius Gracchus and Livius Drusus achieve their aims? **25**

OR

(b) Assess the significance of the Marian-Sullan Civil War for Rome in this period. **25**

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

(a) To what extent was Pompey responsible for the outbreak of Civil War in 49 BC? **25**

OR

(b) Assess the impact of foreign wars on Rome in this period. **25**

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

(a) Assess the contribution of the settlements of 27 and 23 BC to the development of the principate. **25**

OR

(b) To what extent did Augustus reform Roman society and religion? **25**

Question 45 — Option O – Rome: The Julio-Claudians and the Roman Empire AD 14–69 (25 marks)

(a) To what extent did the role and responsibilities of the Senate change under the Julio-Claudian rulers? **25**

OR

(b) Assess the effectiveness of the administration of the empire in this period. **25**

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

(a) Evaluate the impact of the Year of the Four Emperors on Roman politics in this period. **25**

OR

(b) To what extent did the spread of Roman citizenship and the process of Romanisation affect the provinces in this period? **25**

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Ancient History

Source Booklet

Instructions Detach this Source Booklet

Sources *A – H*

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 *A*

Painting, Pompeii



Source *B*

Painted notice on a water tower near a public fountain in Herculaneum

> The *aedile* Marcus Alficius Paulus states: anyone who wants to throw away excrement* in this place is warned that it is not allowed. If someone shall denounce this action, free citizens will pay a fine of […] *denarii* and slaves will be punished in their dwellings by […] lashes.

* excrement *human or animal waste*

Source *C*

Painting, Pompeii



Source *D*

Dedicatory inscription, Pompeii

> Caius Quinctius Valgus, son of Gaius, and Marcus Porcius, son of Marcus, quinquennial *duumvirs*, for the honour of the colony, saw to the construction of the amphitheatre at their own expense and gave the area to the colonists in perpetuity.

ALISON E COOLEY, M G L COOLEY, *Pompeii and Herculaneum: A Source Book*
Reproduced with permission from Prof. Alison E Cooley

Source *E*

Tomb of the Flavii



Greg Willis, Denver CO, USA

Source *F*

Detail from mosaic, Pompeii



Source *G*

Excerpt from 'Tourists are finishing what the volcano started in Pompeii', *New York Post*, 24 February 2016

Copyright permission denied.

Source *H*

Panorama of the excavations at Herculaneum



Photographer: Xtreambar

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