NSW GOVERNMENT

NSW Education Standards Authority

Centre Number

Student Number

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

2018 **HIGHER SCHOOL CERTIFICATE EXAMINATION**

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 17–22)

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

Section IV – 25 marks (pages 23–27)

- 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 The purpose of the mosaic in Source *A* was to **1**

- ⬭ A. sell garum.
- ⬭ B. decorate a room.
- ⬭ C. educate children.
- ⬭ D. honour the gods.

2 What example of Greek influence is shown in Source *B*? **1**

- ⬭ A. Atrium
- ⬭ B. Cella
- ⬭ C. Palaestra
- ⬭ D. Peristyle

3 Consider the following statements. **1**

Statement I: Source *C* is a primary source.
Statement II: Source *C* describes a pyroclastic surge.

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

4 Source *D* depicts **1**

- ⬭ A. a public room in a private building.
- ⬭ B. a public room in a public building.
- ⬭ C. a private room in a private building.
- ⬭ D. a private room in a public building.

5 Which of the following statements is best supported by Source *E*? **1**

- ⬭ A. Mamia held a variety of public roles.
- ⬭ B. Mamia wanted her contribution to be known.
- ⬭ C. Only women in public office could finance buildings.
- ⬭ D. Only women could be religious officials of Augustus.

6 How useful are inscriptions in providing evidence for religion in Pompeii and Herculaneum? In your answer, refer to Source *E* and your own knowledge. **4**

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7 Explain what the evidence reveals about food and dining in Pompeii and Herculaneum. In your answer, refer to Source *A* and your own knowledge. **6**

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2018 HIGHER SCHOOL CERTIFICATE EXAMINATION

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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)

Explain the challenges facing Pompeii and Herculaneum in the 21st century.

In your answer, refer to Sources *F* and *G* 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–VI (25 marks)

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

(a) Identify TWO features of the *Instructions of Ptahhotep*. **2**

(b) Outline key characteristics of economic exchange in this period. **3**

(c) What is known about food and clothing in this period? **5**

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

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



Source *H*: Tomb of Mereruka

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) Identify TWO features of *The Book of the Dead*. **2**

(b) Outline key characteristics of the Valley of the Kings in this period. **3**

(c) What is known about food and clothing in this period? **5**

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

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

This material cannot be displayed, due to copyright issues.

Source *I*: Extract from Papyrus Lansing, *Be a Scribe*

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) Identify TWO features of *The Tale of the Two Brothers*. **2**

(b) Outline key characteristics of personal religion in this period. **3**

(c) What is known about food and clothing 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 economy in this period? In your answer, refer to Source *J*, other sources, and your own knowledge. **15**



Source *J*: Offering scene to Ramesses II

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) Identify TWO features of Ashurbanipal's library. **2**

(b) Outline key characteristics of the religious role of the king in this period. **3**

(c) What is known about food and clothing 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 economy in this period? In your answer, refer to Source *K*, other sources, and your own knowledge. **15**



Source *K*: Relief depicting the transport of cedar to Dur Sharrukin, 8th century BC

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) Identify TWO features of Tirzeh. **2**

(b) Outline key characteristics of High Places in this period. **3**

(c) What is known about food and clothing in this period? **5**

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

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

> 14: Do not take advantage of a hired worker who is poor and needy, whether that worker is a fellow Israelite or a foreigner residing in one of your towns. 15: Pay them their wages each day before sunset, because they are poor and are counting on it. Otherwise they may cry to the LORD against you, and you will be guilty of sin.

Source *L*: Deuteronomy 24:14–15

Holy Bible, New International Version®, NIV®
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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) Identify TWO features of Ecbatana. **2**

(b) Outline key characteristics of writing in this period. **3**

(c) What is known about food and clothing 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 economy in this period? In your answer, refer to Source *M*, other sources, and your own knowledge. **15**

> The fourth province was Cilicia. This rendered three hundred and sixty white horses, one for each day in the year, and five hundred talents of silver. A hundred and forty of these were expended on the horsemen who were the guard of Cilicia; the three hundred and sixty that remained were paid to Darius.

Source *M*: Herodotus, *The Histories* 90:3

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.

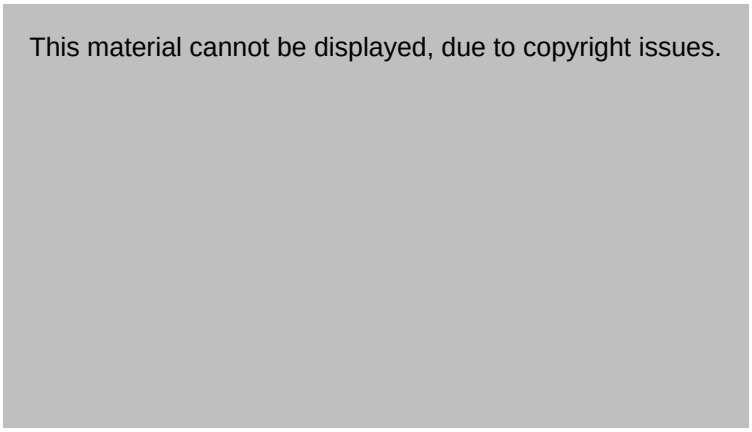
(a) Identify TWO features of a *thalassocracy*. **2**

(b) Outline key characteristics of the geographical setting of Minoan Crete in this period. **3**

(c) What is known about food and clothing in this period? **5**

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

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



Source *N*: Reconstruction of sanctuary

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) Identify TWO features of a *tholos*. **2**

(b) Outline key characteristics of economic exchange in this period. **3**

(c) What is known about food and clothing in this period? **5**

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

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



Source *O*: Burial mask, Mycenae

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.

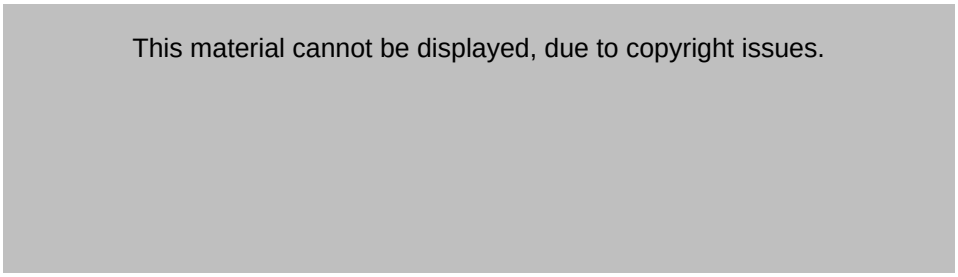
(a) Identify TWO features of the Menelaion. **2**

(b) Outline key characteristics of the *Gymnopaedia*. **3**

(c) What is known about food and clothing 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 economy in this period? In your answer, refer to Source *P*, other sources, and your own knowledge. **15**



Source *P*: Plutarch, *Life of Lycurgus* 8–9

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) Identify TWO features of the Piraeus. **2**

(b) Outline key characteristics of the *boule* in this period. **3**

(c) What is known about food and clothing in this period? **5**

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

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

This material cannot be displayed, due to copyright issues.

Source *Q*: Aristotle, *Constitution of the Athenians* 26

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 foreign policy. **10**

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

CATHLEEN A KELLER
The Statuary of Hatshepsut, 2005

Assess the ways in which Hatshepsut used titles and royal images during her reign. In your response, refer to the above quotation and other sources.

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

(a) Describe the role of Nefertiti during the reign of Akhenaten. **10**

(b) *For ancient Egyptians, Akhenaten was a madman, a megalomaniac, a dreamer and a despot. But he was also a brave reformer who single-handedly set about dismantling Egypt's traditions in order to construct something new. Ultimately, though, his vision burned too brightly.* **15**

ALISTAIR SOOKE
'Akhenaten – mad, bad, or brilliant?', in *The Telegraph* (UK), 2014

© Telegraph Media Group Limited, 2014

Assess the impact of Akhenaten's religious reforms. In your response, refer to the above quotation and other sources.

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

(a) Describe the roles of Ramesses II's wives and concubines. **10**

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

JOYCE TYLDESLEY
Ramesses, Egypt's Greatest Pharaoh, 2001

Assess the ways in which Ramesses II used imagery and representations. 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 religious policies. **10**

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

ECKART FRAHM
A Companion to Assyria, 2017

Assess the effectiveness of Sennacherib's military campaigns and defence of the empire. In your response, refer to the above quotation and other sources.

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

(a) Describe Xerxes' role in the invasion of the Greek mainland. **10**

(b) *The view that Xerxes treated Egypt harshly after the rebellion is not tenable. Xerxes took pharaonic titles and donated to temples … The Babylonian evidence establishes that Xerxes introduced, without brutality, significant temple and personnel reform.* **15**

RUSSEL GRANGER
'Legacy: An Assessment of Xerxes' Reign' in *Teaching History 40.2*, 2006

Teaching History is published by the History Teacher's Association of NSW. Use by permission.

Assess the effectiveness of Xerxes' religious policy. 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 actions after Cannae. **10**

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

M P FRONDA
'Hannibal: Tactics, Strategy, and Geostrategy'
in D Hoyos (ed.), *A Companion to the Punic Wars*, 2015

Assess the effectiveness of Hannibal's strategies and campaigns in Spain and Italy. In your response, refer to the above quotation and other sources.

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

(a) Describe Pericles' military career. **10**

(b) *The peace and prosperity ensured by [Pericles'] conduct of affairs and the firmness of his control over the assembly must have done much to remove the misgivings of the middle classes and reconcile them to radical democracy. In this period the prestige of his statesmanship was so high that he even won over some of the aristocrats …* **15**

C HIGNETT
A History of the Athenian Constitution to the End of the Fifth Century BC, 1975

A History of the Athenian Constitution to the End of the Fifth Century BC, C Hignett, revised third edition, 1975. Reproduced with permission of Oxford University Press through PLS Clear.

Assess Pericles' effectiveness as a politician. In your response, refer to the above quotation and other sources.

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

(a) Describe Alexander the Great's succession to the throne. **10**

(b) *[Alexander the Great was] a personality of quite unique genius, a marvellous mixture of … passion, and … clearness of judgment. In this iron-willed man of action, who was a realist in policy if anyone ever was, beneath the surface lay a non-rational element …* **15**

ULRICH WILCKEN
Alexander the Great, 1967

Assess the impact of Alexander the Great's personality on his career. 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 relationship with Julius Caesar. **10**

(b) *[Cleopatra VII] managed to increase her kingdom territorially … skilful manipulation of power by this queen preserved Egypt from the direct rule of Rome longer than might otherwise have been the case.* **15**

DOROTHY J THOMPSON
Cleopatra VII, 2003

Republished with permission of Oxford University Press from 'The Oxford Classical Dictionary', Dorothy J Thompson, edited by Simon Hornblower and Anthony Spawforth, 2003; permission conveyed through Copyright Clearance Center, Inc.

Assess Cleopatra VII's effectiveness as a ruler after the death of Julius Caesar. In your response, refer to the above quotation and other sources.

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

(a) Describe Tiberius Gracchus' relationship with his political supporters. **10**

(b) *… [T]he events of 133 BCE … crystallised the opposition between those who championed the rights, liberty and benefits of the people and those who, to put it in their own terms, thought it prudent for the state to be guided by the experience and wisdom of the 'best men' (optimi) …* **15**

MARY BEARD
SPQR: A History of Ancient Rome, 2016

Courtesy of Professor Mary Beard

Assess the motives for Tiberius Gracchus' assassination. 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 campaigns during the Gallic Wars. **10**

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

TOM HOLLAND
Rubicon, 2004

Assess the motives for Julius Caesar's assassination. 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 role during the reign of Claudius. **10**

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

TREVOR LUKE
From Crisis to Consensus, 2013

Assess the motives for Agrippina's murder. 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) To what extent was the king the main factor contributing to the emergence of centralised government in this period? **25**

OR

(b) Assess the significance of climate change as a reason for the breakdown of the Old Kingdom. **25**

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

(a) To what extent did the queens contribute to the reunification of Upper and Lower Egypt? **25**

OR

(b) Assess the impact of the 'empire' on both the development and role of the Egyptian army. **25**

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

(a) To what extent was Seti I a successful pharaoh? **25**

OR

(b) How effectively did Egypt manage its 'empire' in 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 political significance of Assyrian building programs in this period. **25**

OR

(b) Evaluate the impact of Assyria's relations with foreign powers other than Babylon in this period. **25**

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

(a) Evaluate the role of the Davidic dynasty in the fall of Jerusalem in 587 BC. **25**

OR

(b) Assess the impact of the Omride dynasty on the development of Israel in 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 impact of the empire on both the role and composition of the Persian army. **25**

OR

(b) How effectively did the Achaemenid Dynasty maintain its empire? **25**

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

(a) To what extent did *hoplite* warfare influence the development of the Greek world in this period? **25**

OR

(b) Assess the impact of the Peisistratid tyranny on the development of Athens. **25**

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

(a) Assess Sparta's contribution to the defeat of the Persians in 480–479 BC. **25**

OR

(b) To what extent was Athens responsible for the changing relations with its allies in this period? **25**

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

(a) Assess the effectiveness of the strategies used by Athens and Sparta in the Archidamian War. **25**

OR

(b) To what extent did the Sicilian Expedition lead to the defeat of Athens in 404 BC? **25**

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

(a) Why did Sparta lose its hegemony over Greece in this period? **25**

OR

(b) Evaluate the significance of Philip II's reforms of the Macedonian army. **25**

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

(a) To what extent did the role of the Roman Senate change in this period? **25**

OR

(b) Assess the impact of the Punic Wars on Rome in this period. **25**

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

(a) To what extent did conflict between *optimates* and *populares* shape developments in Rome in this period? **25**

OR

(b) Assess the impact of the Mithridatic Wars on Rome in this period. **25**

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

(a) Assess the significance of Sulla's legacy to political developments in the late Republic. **25**

OR

(b) To what extent did Caesar's dictatorship mark the fall of the Republic? **25**

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

(a) To what extent was the Battle of Actium the main factor in the establishment of the principate? **25**

OR

(b) Assess the significance of imperial women in this period. **25**

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

(a) Assess the significance of reforms and policies of the Julio-Claudian rulers to the development of the principate. **25**

OR

(b) To what extent did the relationship between the *princeps* and the army change in this period? **25**

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

(a) To what extent were emperors able to overcome problems of succession in this period? **25**

OR

(b) Evaluate the significance of the Roman Peace (*pax Romana*) in this period. **25**

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2018 **HIGHER SCHOOL CERTIFICATE EXAMINATION**

Ancient History

Source Booklet

Instructions Detach this Source Booklet

Sources *A – G*

Source *A* (page 2)

Source *B* (page 2)

Source *C* (page 3)

Source *D* (page 3)

Source *E* (page 3)

Source *F* (page 4)

Source *G* (page 4)

Source *A*

Mosaic, Pompeii



Roman mosaic from in house VIII.2.16 in Pompeii[1].
Museo Archeologico Nazionale (Naples), inv. nr. 120177

Source *B*

Building, Pompeii

This material cannot be displayed, due to copyright issues.

Source *C*

Pliny the Younger, *Letters* 6.16

> A cloud was rising from a mountain … Its appearance can be best expressed by comparing it to an umbrella pine, for carried up to a very great height as if on a tree-trunk, it began to spread out into various branches.

Pliny the Younger, Letters 6.6, p33, 'Pompeii: A Sourcebook',
Alison E Cooley and M G L Cooley, Routledge, Taylor and Francis Group, 2004

Source *D*

Building, Herculaneum



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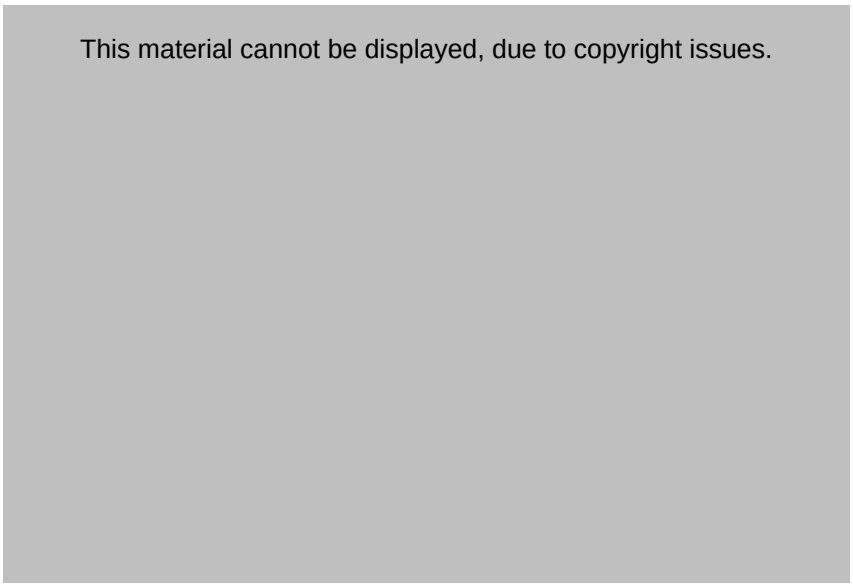
Source *E*

Inscription, Pompeii

This material cannot be displayed due to copyright issues.

Source *F*

Scientific study, Pompeii



Source *G*

Public notice, Herculaneum

We're sorry that you can't enter the House of the Bicentenary but leaking roofs, drainage problems and rising damp have made the house unsafe for visitors. Major conservation works are needed to save the building and its decorations. We look forward to welcoming you back when this house reopens!

The Herculaneum Conservation Project has brought together public and private funds to carry out a first campaign of works to make the house more stable. With the house now accessible for further conservation efforts, the Getty Conservation Institute is undertaking in-depth research and analysis. Equipment is in place to monitor environmental conditions. The conservation team is working together to understand the problems of deterioration in order to develop a plan to stabilise the wall paintings and mosaic pavement, and limit further decay. Lessons learnt in this pilot project will inform work elsewhere on the archaeological site.

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