

--	--	--	--	--

Centre Number

--	--	--	--	--	--	--	--	--	--

Student Number

**2008**  
**HIGHER SCHOOL CERTIFICATE**  
**EXAMINATION**

# Ancient History

## General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
- Write your Centre Number and Student Number at the top of this page

## Total marks – 100

### Section I Pages 2–7

#### 25 marks

- Attempt Questions 1–3
- Allow about 45 minutes for this section

### Section II Pages 9–18

#### 25 marks

- Attempt ONE question from Questions 4–13
- Allow about 45 minutes for this section

### Section III Pages 19–21

#### 25 marks

- Attempt ONE question from Questions 14–25
- Allow about 45 minutes for this section

### Section IV Pages 22–26

#### 25 marks

- Attempt ONE question from Questions 26–41
- Allow about 45 minutes for this section

## Section I — Cities of Vesuvius – Pompeii and Herculaneum

25 marks

Attempt Questions 1–3

Allow about 45 minutes for this section

Answer the questions in the spaces provided.

---

Marks

Question 1 (7 marks)

At the same time, an unbelievable quantity of ash was blown out, covering land, sea and all the sky. Not surprisingly it did a great deal of damage to men, farms and cattle. It destroyed all fish and birds and, in addition, it buried two whole cities, Herculaneum and Pompeii . . . The whole cloud of dust was so great that some of it reached Africa, Syria and Egypt; it also reached Rome, filling the sky above it and darkening the sun.

Source 1: Dio Cassius 66.23

(a) What is being described in Source 1? 1

.....  
.....

(b) Give TWO examples from Source 1 that indicate this was a major event. 2

.....  
.....  
.....

Question 1 continues on page 3

Question 1 (continued)



Source 2: A streetscape in Herculaneum

- (c) Using Source 2 and your own knowledge, describe the streetscapes in Herculaneum. **4**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**End of Question 1**

**Question 2** (8 marks)

The gladiatorial troupe of Aulus Suetlius Certus will fight at Pompeii on 31 May. There will be a hunt and awnings. Good fortune to all Neronian games.

Gaius 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.

Source 3: Inscriptions from Pompeii  
Reproduced with the permission of Cengage Learning

Using Source 3 and your own knowledge, explain the importance of the amphitheatre in Pompeian society. **8**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Question 2 continues on page 5**

Question 2 (continued)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

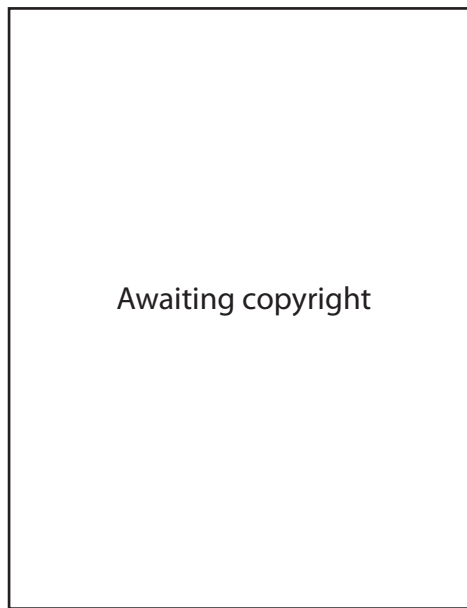
.....

.....

.....

**End of Question 2**

Question 3 (10 marks)



Source 4: Conservation at Herculaneum

Image: Jane Thompson/Herculaneum Conservation Project.  
With kind permission of the Soprintendenza Speciale per i  
Beni Archeologici di Napoli e Pompei

Source 5

Using Sources 4 and 5 and your own knowledge, assess methods used by archaeologists and/or other specialists to reconstruct the past at Pompeii and/or Herculaneum.

10

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Question 3 continues on page 7



BLANK PAGE



# Ancient History

## Section II — Ancient Societies

25 marks

Attempt ONE question from Questions 4–13

Allow about 45 minutes for this section

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

---

	Marks
<b>Question 4 — Option A – Egypt: Society in Old Kingdom Egypt, Dynasties III to VI (25 marks)</b>	
(a) Name TWO Old Kingdom leisure activities.	2
(b) What was a Heb-Sed festival?	3
(c) Describe the importance of the River Nile in Old Kingdom Egypt.	8
(d) With reference to Source 6 and other sources, explain the importance of funerary customs in this period.	12



Source 6: The mummy of Nefer at Saqqara  
Reproduced with the permission of Deutsches Archaeologisches Institut

**Question 5 — Option B – Egypt: Society in New Kingdom Egypt to the death of Amenhotep III (25 marks)**

- (a) Name TWO New Kingdom leisure activities. 2
- (b) What was a vizier? 3
- (c) Describe the main features of temples in New Kingdom Egypt. 8
- (d) With reference to Source 7 and other sources, explain the importance of the empire to Egyptian society in this period. 12

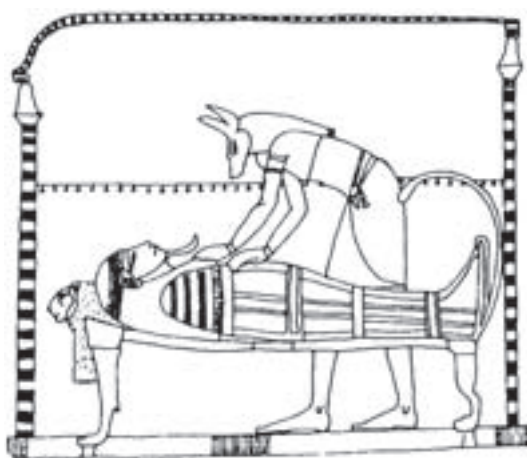


Source 7: Relief from the Temple of Karnak

*J Lawless et al, Studies in Ancient Egypt: period and personalities, 2nd edition, Nelson/Thomson Learning, Melbourne, 2001, reproduced with permission.*

**Question 6 — Option C – Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX**  
(25 marks)

- (a) Name TWO New Kingdom leisure activities. **2**
- (b) What was a vizier? **3**
- (c) Describe the main features of temples during the Ramesside Period. **8**
- (d) With reference to Source 8 and other sources, explain the importance of funerary customs in this period. **12**



Source 8: Scene from the Tomb of Sennedjem

J Lawless et al, *Societies from the Past*,  
Nelson/Thomson Learning, Melbourne, 1998,  
reproduced with permission.

**Question 7 — Option D – The Near East: Assyrian society from Sargon II to Ashurbanipal (25 marks)**

- |     |   |           |
|-----|---|-----------|
| (a) | Name TWO groups in the Assyrian ruling elite.   | <b>2</b>  |
| (b) | What is a <i>lamassu</i> ?  | <b>3</b>  |
| (c) | Describe the main features of Assyrian religious beliefs and practices.                                       | <b>8</b>  |
| (d) | With reference to Source 9 and other sources, explain the importance of vassal states to the Assyrian empire. | <b>12</b> |

I besieged and conquered Samaria, led away as booty 27,290 inhabitants of it. I formed from among them a contingent of 50 chariots . . . Hanno, I captured personally. I received the tribute from Pir'u of Musuru, from Samsi, queen of Arabia (and) It'amar the Sabaean, gold in dust-form, horses (and) camels.

. . . I crushed the tribes of Tamud, Ibadidi, Marsimanu, and Haiapa, the Arabs who live, far away, in the desert . . . and who had not (yet) brought their tribute to any king. I deported their survivors and settled (them) in Samaria.

**Source 9: Inscriptions of Sargon II, King of Assyria**

Pritchard, James; *Ancient Near Eastern Texts Relating to the Old Testament-Third Edition with Supplement* © 1950, 1955, 1969, renewed 1978 by Princeton University Press, Reprinted by permission of Princeton University Press

**Question 8 — Option E – The Near East: Society in Israel from Solomon to the fall of Samaria (25 marks)**

- (a) Name TWO Israelite prophets. **2**
- (b) What is the Siloam tunnel? **3**
- (c) Describe the roles and status of Israelite women. **8**
- (d) With reference to Source 10 and other sources, explain the importance of Israelite fortified cities. **12**



Source 10: Plan of the fortified citadel of Samaria

**Question 9 — Option F – The Near East: Persian society at the time of Darius and Xerxes (25 marks)**

**Marks**

- |     |   |           |
|-----|---|-----------|
| (a) | Name TWO gods worshipped in the Persian empire.   | <b>2</b>  |
| (b) | What was a satrap?  | <b>3</b>  |
| (c) | Describe the social structure of Persian society.   | <b>8</b>  |
| (d) | With reference to Source 11 and other sources, explain the significance of vassal states and subject peoples to the Persian empire. | <b>12</b> |



Source 11: Relief from Persepolis

**Question 10 — Option G – Greece: The Bronze Age – Society in Minoan Crete**  
(25 marks)

- (a) Name TWO natural resources of Crete. 2
- (b) What is the Phaistos Disc? 3
- (c) Describe the main features of Minoan frescoes. 8
- (d) Explain what Source 12 and other sources suggest about Minoan religion. 12



Source 12: Figurine from Knossos

Gae Callender, *The Minoans*, Thomas Nelson Australia, South Melbourne, 1994, reproduced with permission

**Question 11 — Option H – Greece: The Bronze Age – Mycenaean society**  
(25 marks)

- (a) Name TWO Mycenaean sites. 2
- (b) What is a *tholos* tomb? 3
- (c) Describe the main features of the citadel of Mycenae. 8
- (d) With reference to Source 13 and other sources, explain the importance of crafts and industry in Mycenaean society. 12



Source 13: A gold cup found at Vapheio  
J Lawless et al, *Societies from the Past*,  
Nelson/Thomson Learning, Melbourne, 1998,  
reproduced with permission.



	<b>Marks</b>
<b>Question 12 — Option I – Greece: Spartan society to the Battle of Leuctra 371 BC (25 marks)</b>	
(a) Name TWO natural resources of Sparta.	<b>2</b>
(b) Who were the helots?	<b>3</b>
(c) Describe the roles and status of women in Spartan society.	<b>8</b>
(d) With reference to Source 14 and other sources, explain the significance of Lycurgus' reforms to Spartan society.	<b>12</b>

Lycurgus, who gave them the laws that they obey, and to which they owe their prosperity, I do regard with wonder; and think that he reached the utmost limit of wisdom. For it was not by imitating other states, but by devising a system utterly different from that of most others, that he made his country pre-eminently prosperous.

Source 14: Xenophon, *Constitution of the Lacedaemonians*, 2  
 Reprinted by permission of the publishers and the Trustees of the Loeb Classical Library from XENOPHON: VOLUME VII, Loeb Classical Library (R) Volume 183, translated by E.C. Marchant and Glen W. Bowersock, p137, Cambridge, Mass: Harvard University Press, Copyright (C) 1925, 1968 by the President and Fellows of Harvard College. The Loeb Classical Library(R) is a registered trademark of the President and Fellows of Harvard College.

**Question 13 — Option J – Greece: Athenian society in the time of Pericles**  
(25 marks)

- |     |   |    |
|-----|---|----|
| (a) | Name TWO Athenian public buildings.   | 2  |
| (b) | What was the Piraeus?   | 3  |
| (c) | Describe the impact of empire on the economy of Athens.   | 8  |
| (d) | With reference to Source 15 and other sources, explain the significance of festivals in Athenian society. | 12 |



Source 15: Section of the Parthenon frieze showing horsemen preparing for a festival

### Section III — Personalities in Their Times

25 marks

Attempt ONE question from Questions 14–25

Answer BOTH part (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
- 

	<b>Marks</b>
<b>Question 14 — Option A – Egypt: Hatshepsut (25 marks)</b>	
(a) What was Hatshepsut’s relationship to the god Amun?	<b>10</b>
(b) Evaluate the foreign policy of Hatshepsut.	<b>15</b>
<b>Question 15 — Option B – Egypt: Akhenaten (25 marks)</b>	
(a) What was Akhenaten’s relationship to the god Aten?	<b>10</b>
(b) Evaluate the building program of Akhenaten.	<b>15</b>
<b>Question 16 — Option C – Egypt: Ramesses II (25 marks)</b>	
(a) What were the religious policies of Ramesses II?	<b>10</b>
(b) Evaluate the foreign policy of Ramesses II.	<b>15</b>
<b>Question 17 — Option D – The Near East: Sennacherib (25 marks)</b>	
(a) How was Sennacherib’s empire organised and administered?	<b>10</b>
(b) Evaluate the building program of Sennacherib.	<b>15</b>

---

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
- 

	<b>Marks</b>
<b>Question 18 — Option E – The Near East: Xerxes (25 marks)</b>	
(a) How did Xerxes deal with revolts in the Persian empire?	<b>10</b>
(b) Evaluate the building program of Xerxes.	<b>15</b>
<b>Question 19 — Option F – The Near East: Hannibal (25 marks)</b>	
(a) Describe Hannibal’s background and early career to the beginning of the Second Punic War (218 BC).	<b>10</b>
(b) Evaluate Hannibal’s strategies and campaigns in the Second Punic War.	<b>15</b>
<b>Question 20 — Option G – Greece: Pericles (25 marks)</b>	
(a) What were Pericles’ democratic reforms?	<b>10</b>
(b) Evaluate the contribution of Pericles to Athens’ “Golden Age”.	<b>15</b>
<b>Question 21 — Option H – Greece: Alexander the Great (25 marks)</b>	
(a) Describe Alexander’s family background and education.	<b>10</b>
(b) Evaluate Alexander’s relationship with his army and generals.	<b>15</b>
<b>Question 22 — Option I – Greece: Cleopatra VII (25 marks)</b>	
(a) Describe Cleopatra’s family background and education.	<b>10</b>
(b) Evaluate Cleopatra’s political relationships with Julius Caesar and Mark Antony.	<b>15</b>

**Marks**

**Question 23 — Option J – Rome: Tiberius Gracchus (25 marks)**

- (a) Describe the family background and early career of Tiberius Gracchus to 133 BC. **10**
- (b) Evaluate the career of Tiberius Gracchus as a Roman politician. **15**

**Question 24 — Option K – Rome: Julius Caesar (25 marks)**

- (a) Describe Julius Caesar's early political career to 60 BC. **10**
- (b) Analyse the motives for the assassination of Julius Caesar. **15**

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

- (a) Describe the basis of Agrippina's power and influence before her marriage to Claudius. **10**
- (b) Evaluate Agrippina's relationship with Nero. **15**

## Section IV — Historical Periods

25 marks

Attempt ONE question from Questions 26–41

Allow about 45 minutes for this section

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

---

In your answer you will be assessed on how well you:

- present a sustained, logical, and well-structured answer to the question
  - use relevant sources to support your answer
  - use historical terms and concepts appropriately
- 

	Marks
<b>Question 26 — Option A – Egypt: From Unification to the First Intermediate Period (25 marks)</b>	
(a) To what extent did the roles of queens change during this period?	25
<b>OR</b>	
(b) Evaluate the political and religious significance of royal burial complexes.	25
<b>Question 27 — Option B – Egypt: New Kingdom Egypt to the death of Thutmose IV (25 marks)</b>	
(a) Assess the significance of building programs during this period.	25
<b>OR</b>	
(b) How was the ‘warrior pharaoh’ image used during this period?	25
<b>Question 28 — Option C – Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II (25 marks)</b>	
(a) To what extent were the policies of Akhenaten a ‘revolution’?	25
<b>OR</b>	
(b) Discuss the Battle of Kadesh and its importance during this period.	25

**Marks**

**Question 29 — Option D – The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC (25 marks)**

(a) Explain Assyria's changing relationship with Babylon during this period. **25**

**OR**

(b) Assess the role and contributions of Ashurbanipal as an Assyrian ruler during this period. **25**

**Question 30 — Option E – The Near East: Israel and Judah from Solomon to the fall of Jerusalem (25 marks)**

(a) Assess the contribution and impact of the Omride Dynasty during this period. **25**

**OR**

(b) Explain Israel's relationships with foreign kings during this period. **25**

**Question 31 — Option F – The Near East: Persia from Cyrus II to the death of Darius III (25 marks)**

(a) How and why did the Persian Empire expand during this period? **25**

**OR**

(b) To what extent did the Macedonian invasion contribute to the overthrow of the Persian Empire? **25**

**Question 32 — Option G – Greece: The development of the Greek world 800–500 BC (25 marks)**

(a) Explain the rise of tyranny during this period. **25**

**OR**

(b) To what extent did Cleisthenes' reforms contribute to the development of Athenian democracy? **25**

---

In your answer you will be assessed on how well you:

- present a sustained, logical, and well-structured answer to the question
  - use relevant sources to support your answer
  - use historical terms and concepts appropriately
- 

**Question 33 — Option H – Greece: The Greek world 500–440 BC (25 marks)** **Marks**

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

**OR**

(b) Explain the changing relationship between Athens and its allies during this period. **25**

**Question 34 — Option I – Greece: The Greek world 446–399 BC (25 marks)**

(a) Explain the causes of the Peloponnesian War. **25**

**OR**

(b) Assess the significance of the Peace of Nicias in the course of the Peloponnesian War. **25**

**Question 35 — Option J – Greece: Fourth-century Greece to the death of Philip II of Macedon (25 marks)**

(a) Explain the relationship between Sparta and Thebes during the period 404–362 BC. **25**

**OR**

(b) Assess the military career of Philip II. **25**



**Marks**

**Question 36 — Option K – Rome: 264–133 BC (25 marks)**

(a) To what extent was Rome responsible for the Punic Wars? **25**

**OR**

(b) What economic and social changes took place in Rome and Italy during this period? **25**

**Question 37 — Option L – Rome: Political revolution in Rome 133–78 BC**  
(25 marks)

(a) Explain the significance of the Social War for Rome and its Italian allies (*socii*). **25**

**OR**

(b) What contribution did Sulla make to political developments in Rome during this period? **25**

**Question 38 — Option M – Rome: The fall of the Republic 78–31 BC**  
(25 marks)

(a) Explain the activities and breakdown of the First Triumvirate. **25**

**OR**

(b) Why did Mark Antony lose the Civil War against Octavian? **25**

**Question 39 — Option N – Rome: The Augustan Age 44 BC – AD 14 (25 marks)**

(a) Evaluate the political and social reforms of Augustus. **25**

**OR**

(b) To what extent did the principate of Augustus depend on the support of the army? **25**

---

In your answer you will be assessed on how well you:

- present a sustained, logical, and well-structured answer to the question
  - use relevant sources to support your answer
  - use historical terms and concepts appropriately
- 

**Marks**

**Question 40 — Option O – Rome: The Julio-Claudians and the Roman Empire**  
**AD 14–69 (25 marks)**

- (a) Compare the administration of the empire during the principates of Tiberius and Gaius (Caligula). **25**

**OR**

- (b) Explain how the Praetorian Guard was used for political purposes during this period. **25**

**Question 41 — Option P – Rome: The Roman Empire AD 69–235 (25 marks)**

- (a) What were the consequences of the Year of the Four Emperors for Rome and its empire? **25**

**OR**

- (b) Explain how the provinces were administered during this period. **25**

**End of paper**

BLANK PAGE

BLANK PAGE