



--	--	--	--	--

Centre Number

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

Student Number

**2010**

**HIGHER SCHOOL CERTIFICATE  
EXAMINATION**

# Ancient History

## General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
- A Source Booklet for Section I 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 17–19

**25 marks**

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

**Section IV** Pages 20–24

**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.

---

- 1** What is Source *A* an example of? **1**
- (A) Fresco
- (B) Mosaic
- (C) Relief
- (D) Statue
- 2** What is the name of the structure labelled **X** in Source *B*? **1**
- (A) Atrium
- (B) Cubiculum
- (C) Peristyle
- (D) Vestibule
- 3** What is the function of the atrium in Source *C*? **1**
- (A) It was a place of worship.
- (B) Members of the public were greeted there.
- (C) It sold goods to the public.
- (D) It was the bathing area of the household.

**4** What do Sources *B* and *C* reveal about the uses of houses in Pompeii? **3**

.....

.....

.....

.....

.....

.....

.....

.....

**5** From your knowledge of life in Pompeii, what is the most likely reason for erecting the statue of Eumachia shown in Source *D*? **1**

- (A) To celebrate Eumachia's marriage
- (B) To serve as a funerary monument for a beloved slave
- (C) To recognise her service as an important elected official
- (D) To honour her as a generous patron of Pompeii

**6** Which of the following statements is supported by the evidence provided in Source *E*? **1**

- (A) Freedmen could be buried at public expense.
- (B) It was the duty of freedmen to erect tombs for their ex-masters.
- (C) Decrees of the town council were necessary for tombs to be erected.
- (D) Free born citizens and freed slaves were allowed to be buried in the same cemetery.







# Ancient History

## Section II — Ancient Societies

**25 marks**

**Attempt ONE question from Questions 9–18**

**Allow about 45 minutes for this section**

Answer parts (a) and (b) of the question in a writing booklet.

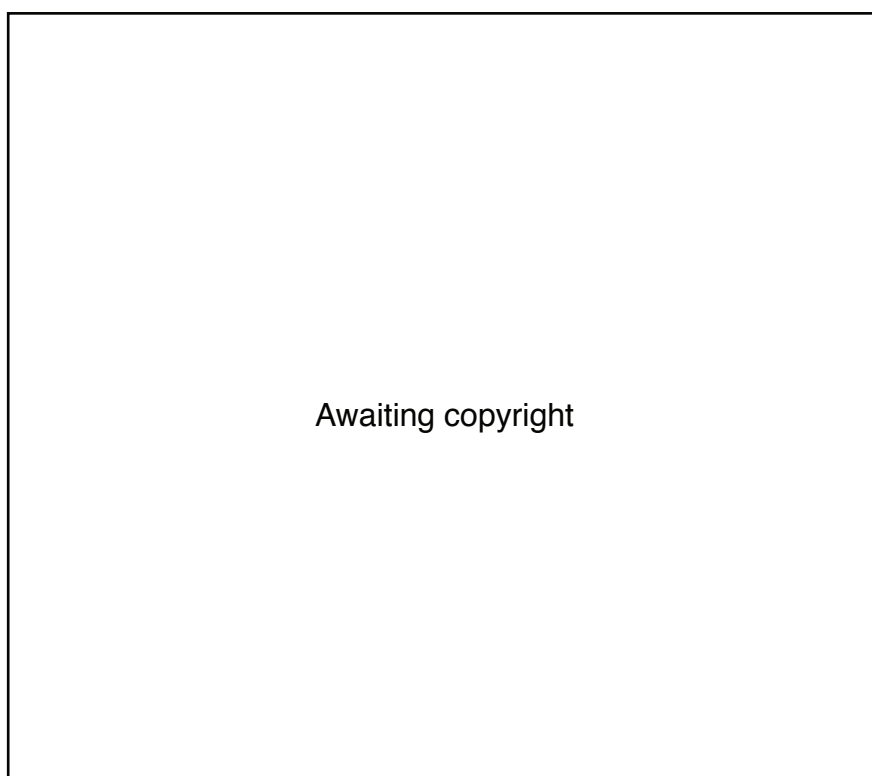
Answer part (c) in a SEPARATE writing booklet.

Answer part (d) in a SEPARATE writing booklet. Extra writing booklets are available.

---

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

- |     |  |    |
|-----|--|----|
| (a) | What was the <i>Westcar Papyrus</i> ?  | 2  |
| (b) | Describe the role of priests in this period.   | 5  |
| (c) | How was Egypt governed in this period?   | 8  |
| (d) | With reference to Source <i>H</i> and other sources, what does the evidence reveal about belief in the afterlife in this period? | 10 |



Source *H*: Wall painting from the tomb of Debehni

Answer parts (a) and (b) of the question in a writing booklet.

Answer part (c) in a SEPARATE writing booklet.

Answer part (d) in a SEPARATE writing booklet. Extra writing booklets are available.

---

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

- (a) What was Wisdom Literature? 2
- (b) Describe the main features of Luxor. 5
- (c) What was the role of the army in this period? 8
- (d) With reference to Source 1 and other sources, what does the evidence reveal about belief in the afterlife in this period? 10



Source 1: Scene from the tomb of Thutmose III

© Werner Forman Archive/E. Strouhal



Answer parts (a) and (b) of the question in a writing booklet.

Answer part (c) in a SEPARATE writing booklet.

Answer part (d) in a SEPARATE writing booklet. Extra writing booklets are available.

---

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

- (a) What was *The Report of Wenamun*? 2
- (b) Describe the main features of Medinet Habu. 5
- (c) What was the role of the army in this period? 8
- (d) With reference to Source *J* and other sources, what does the evidence reveal about belief in the afterlife in this period? 10



Source *J*: Tomb of Sennedjem

Pamela Bradley 1999, *Ancient Egypt: Reconstructing the Past*, reproduced by permission of Cambridge University Press

Answer parts (a) and (b) of the question in a writing booklet.

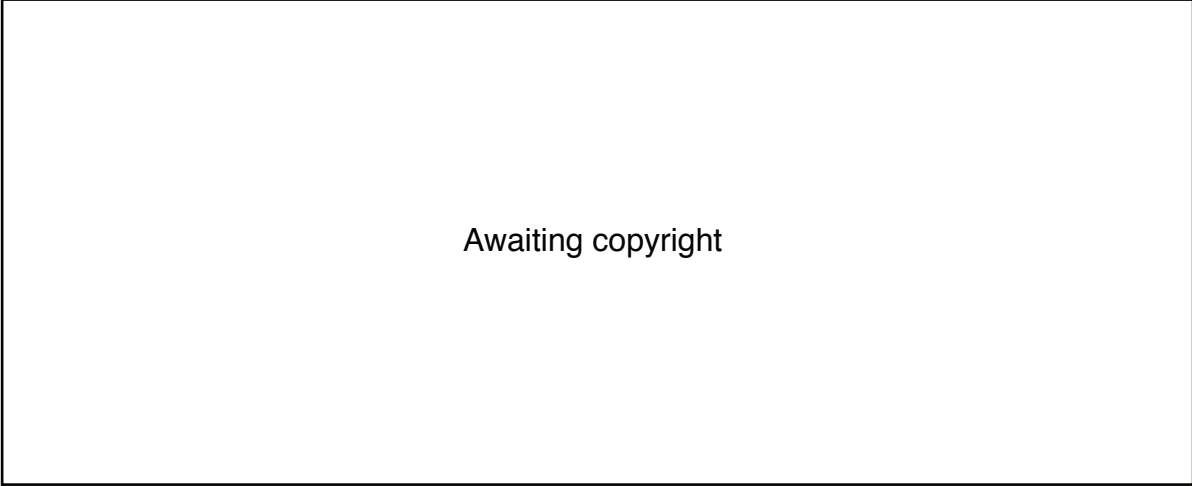
Answer part (c) in a SEPARATE writing booklet.

Answer part (d) in a SEPARATE writing booklet. Extra writing booklets are available.

---

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

- |     |  |           |
|-----|--|-----------|
| (a) | Who was Gilgamesh?   | <b>2</b>  |
| (b) | Describe the main features of Nineveh.   | <b>5</b>  |
| (c) | What was the role of the army in this period?  | <b>8</b>  |
| (d) | With reference to Source <i>K</i> and other sources, what does the evidence of Assyrian art reveal about society in this period? | <b>10</b> |



Awaiting copyright

Source *K*: Relief from Ashurbanipal's palace

Answer parts (a) and (b) of the question in a writing booklet.  
Answer part (c) in a SEPARATE writing booklet.  
Answer part (d) in a SEPARATE writing booklet. Extra writing booklets are available.

---

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

- |   |           |
|---|-----------|
| (a) What was Samaria?   | <b>2</b>  |
| (b) Describe the main uses of technology in this period.  | <b>5</b>  |
| (c) How was Israel governed in this period?   | <b>8</b>  |
| (d) With reference to Source <i>L</i> and other sources, what does the evidence reveal about religious conflict in this period? | <b>10</b> |

Obadiah was a devout believer in the LORD. While Jezebel was killing off the LORD's prophets, Obadiah had taken a hundred prophets and hidden them in two caves . . .

Source *L*: 1 Kings 18

The Holy Bible, New International Version®, NIV® Copyright 2011 by Biblica, Inc. TM Used by permission.

Answer parts (a) and (b) of the question in a writing booklet.

Answer part (c) in a SEPARATE writing booklet.

Answer part (d) in a SEPARATE writing booklet. Extra writing booklets are available.

---

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

- (a) What was Susa? 2
- (b) Describe the main features of Persepolis. 5
- (c) How was Persia governed in this period? 8
- (d) With reference to Source *M* and other sources, what does the evidence reveal about Persian religious practices in this period? 10



Source *M*: Darius in the Behistan monument

J Lawless et al, *Personalities from the Past*, Nelson ITP, Melbourne, reproduced by permission of Cengage Learning Australia

Answer parts (a) and (b) of the question in a writing booklet.

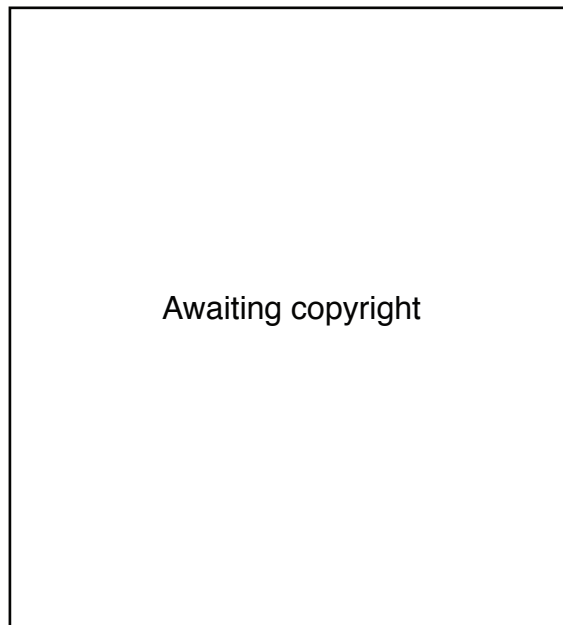
Answer part (c) in a SEPARATE writing booklet.

Answer part (d) in a SEPARATE writing booklet. Extra writing booklets are available.

---

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

- |     |  |           |
|-----|--|-----------|
| (a) | What was a <i>thalassocracy</i> ?  | <b>2</b>  |
| (b) | Describe the main features of Gournia.   | <b>5</b>  |
| (c) | What was the function of Knossos in Minoan society?  | <b>8</b>  |
| (d) | With reference to Source <i>N</i> and other sources, what does the evidence of Minoan art reveal about society in this period? | <b>10</b> |



Source *N*: Stirrup vase depicting an octopus

Answer parts (a) and (b) of the question in a writing booklet.

Answer part (c) in a SEPARATE writing booklet.

Answer part (d) in a SEPARATE writing booklet. Extra writing booklets are available.

---

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

- |   |    |
|---|----|
| (a) What was a <i>wanax</i> ?   | 2  |
| (b) Describe the main features of Pylos.  | 5  |
| (c) How did the Mycenaean people bury their dead?   | 8  |
| (d) With reference to Source <i>O</i> and other sources, what does the evidence of Mycenaean art reveal about society in this period? | 10 |

Awaiting copyright

Source *O*: Mycenaean dagger

Answer parts (a) and (b) of the question in a writing booklet.

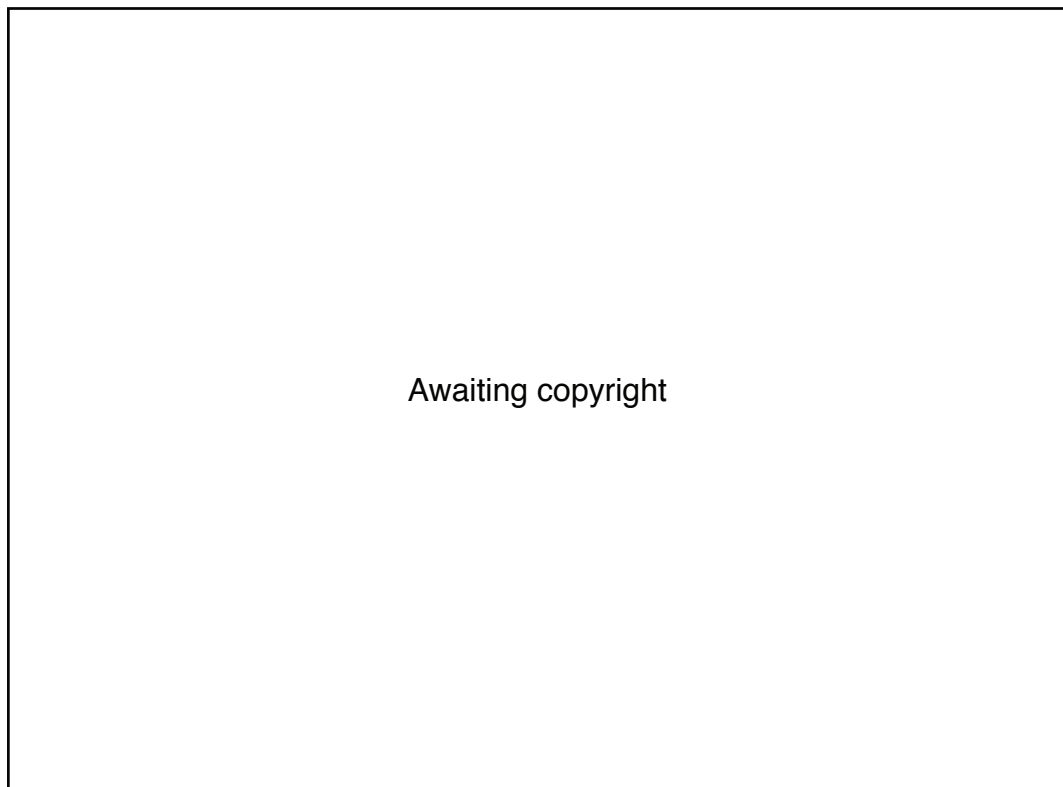
Answer part (c) in a SEPARATE writing booklet.

Answer part (d) in a SEPARATE writing booklet. Extra writing booklets are available.

---

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

- |     |   |    |
|-----|---|----|
| (a) | Who were the <i>perioikoi</i> ?   | 2  |
| (b) | Describe the role of the <i>krypteia</i> .  | 5  |
| (c) | How was Sparta governed?  | 8  |
| (d) | With reference to Source <i>P</i> and other sources, what does the evidence reveal about Spartan religious practices? | 10 |



Source *P*: Lead figurines from the Sanctuary of Artemis Orthia

Answer parts (a) and (b) of the question in a writing booklet.

Answer part (c) in a SEPARATE writing booklet.

Answer part (d) in a SEPARATE writing booklet. Extra writing booklets are available.

---

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

- |     |  |    |
|-----|--|----|
| (a) | Who were the metics?   | 2  |
| (b) | Describe the main features of the Agora.   | 5  |
| (c) | How was Athens governed in this period?  | 8  |
| (d) | With reference to Source <i>Q</i> and other sources, what does the evidence reveal about Athenian religious practices? | 10 |



Source *Q*: Funerary vase

© The Trustees of the British Museum



### Section III — Personalities in Their Times

**25 marks**

**Attempt ONE question from Questions 19–30**

**Answer BOTH part (a) and (b) in the question you attempt**

**Allow about 45 minutes for this section**

Answer part (a) of the question in a writing booklet. Answer part (b) of the question in a SEPARATE writing booklet. Extra writing booklets are available.

---

In your answers you 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 the ways Hatshepsut’s royal image changed over time. **10**
- (b) To what extent was Hatshepsut a successful ruler? **15**

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

- (a) Describe the nature of Akhenaten’s relationship with Nefertiti. **10**
- (b) To what extent was Akhenaten a successful ruler? **15**

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

- (a) Describe Ramesses II’s promotion of his royal image. **10**
- (b) To what extent did Ramesses II deserve the title ‘The Great’? **15**

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

- (a) Describe the representations of Sennacherib in the ancient sources. **10**
- (b) To what extent was Sennacherib a successful ruler? **15**

---

In your answers you 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 23 — Option E – The Near East: Xerxes (25 marks)**

- (a) Describe the representations of Xerxes in the ancient sources. **10**
- (b) To what extent was Xerxes a successful ruler? **15**

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

- (a) Describe Hannibal's early career to 218 BC. **10**
- (b) To what extent was Hannibal responsible for Carthage's defeat in the Second Punic War? **15**

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

- (a) Describe Pericles' rise to prominence in Athens. **10**
- (b) To what extent was Pericles a successful Athenian leader? **15**

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

- (a) Describe the representations of Alexander in the ancient sources. **10**
- (b) To what extent was Alexander a successful ruler? **15**

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

- (a) Describe the representations of Cleopatra in the ancient sources. **10**
- (b) To what extent was Cleopatra a successful ruler? **15**

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

- (a) Describe Tiberius Gracchus' relationships with other Roman politicians. **10**
- (b) To what extent did Tiberius Gracchus achieve his aims? **15**

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

- (a) Describe the methods Julius Caesar used to advance his career up to 60 BC. **10**
- (b) To what extent was Julius Caesar a successful general? **15**

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

- (a) Describe the representations of Agrippina the Younger in the ancient sources. **10**
- (b) To what extent was Agrippina the Younger an influential political figure? **15**

## Section IV — Historical Periods

**25 marks**

**Attempt ONE question from Questions 31–46**

**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:

- 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 Fourth Dynasty the most important period of the Old Kingdom? **25**

**OR**

- (b) Assess the contribution of officials to the administration of Old Kingdom Egypt. **25**

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

- (a) What effect did the Hyksos have on Egypt in this period? **25**

**OR**

- (b) To what extent did Thutmose III establish an Egyptian empire? **25**

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

- (a) Evaluate the consequences of military campaigns in this period. **25**

**OR**

- (b) Assess the reign of Seti I. **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 reign of Tiglath-Pileser III. **25**

**OR**

- (b) Why did the Assyrian empire fall? **25**

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

- (a) Account for the conflict between Israel and Judah. **25**

**OR**

- (b) Why did Jerusalem fall in 587 BC? **25**

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

- (a) How did the Persians maintain their empire? **25**

**OR**

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

---

In your answer you 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 37 — Option G – Greece: The development of the Greek world  
800–500 BC (25 marks)**

- (a) Assess the contribution of lawgivers to the development of the city-states of Athens and Sparta. **25**

**OR**

- (b) “Wherever there were tyrants, their habit of providing simply for themselves ... prevented anything great proceeding from them.” **25**

Thucydides 1.17

To what extent does this claim reflect the contribution tyrants made to the development of the Greek city-states?

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

- (a) Why did the Greeks win the Persian Wars of 480–479 BC? **25**

**OR**

- (b) Account for the development of the Athenian empire to 440 BC. **25**

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

- (a) Account for the strategies adopted by the Athenians and Spartans in the Archidamian War (431–421 BC). **25**

**OR**

- (b) Assess the influence of Alcibiades and Lysander on the outcome of the Peloponnesian War. **25**

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

- (a) What impact did the different hegemonies have on Greek affairs (404–362 BC)? **25**

**OR**

- (b) Account for the extension of Macedonian control over Greece by 338 BC. **25**

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

- (a) Why was there conflict between Rome and Carthage in this period? **25**

**OR**

- (b) Assess the consequences of the growth of empire on Roman social and political life in this period. **25**

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

- (a) To what extent did later tribunes continue the reform program of the Gracchi? **25**

**OR**

- (b) Account for Sulla's reform program. **25**

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

- (a) Account for the outbreak of the Civil War in 49 BC. **25**

**OR**

- (b) Explain the role military commands played in Roman politics in this period. **25**

---

In your answer you 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 44 — Option N – Rome: The Augustan Age 44 BC – AD 14 (25 marks)**

- (a) Why did Augustus undertake his building program? 25

**OR**

- (b) “I excelled all in influence, although I possessed no more official power than others who were my colleagues in the several magistracies.” 25

*Augustus, Res Gestae, 34.3*

To what extent does this claim accurately reflect the basis of Augustus’ power?

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

- (a) Assess the contribution of imperial freedmen to Rome in this period. 25

**OR**

- (b) Account for the changing relationship between the Senate and the *princeps* in this period. 25

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

- (a) “Be harmonious, enrich the soldiers, and scorn all other men.” 25  
*Septimius Severus in Cassius Dio 77.15.2*

With reference to this statement, account for the importance of the army in this period.

**OR**

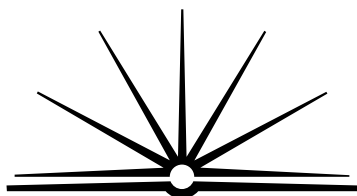
- (b) To what extent were Antoninus Pius and Marcus Aurelius good emperors? 25

**End of paper**



BLANK PAGE

BLANK PAGE



**BOARD OF STUDIES**  
NEW SOUTH WALES

**2010**

**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

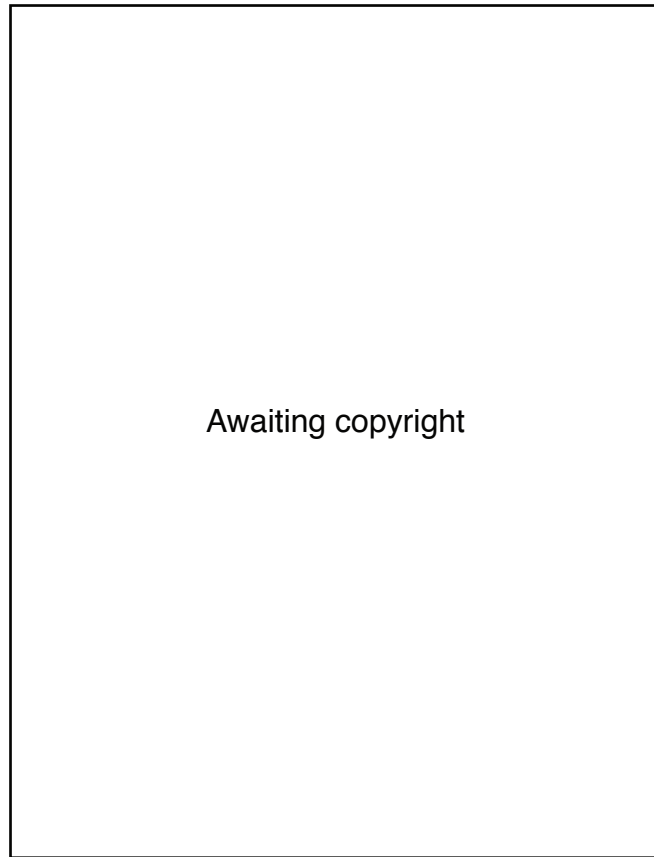
**Source E** Page 3

**Source F** Page 4

**Source G** Page 4

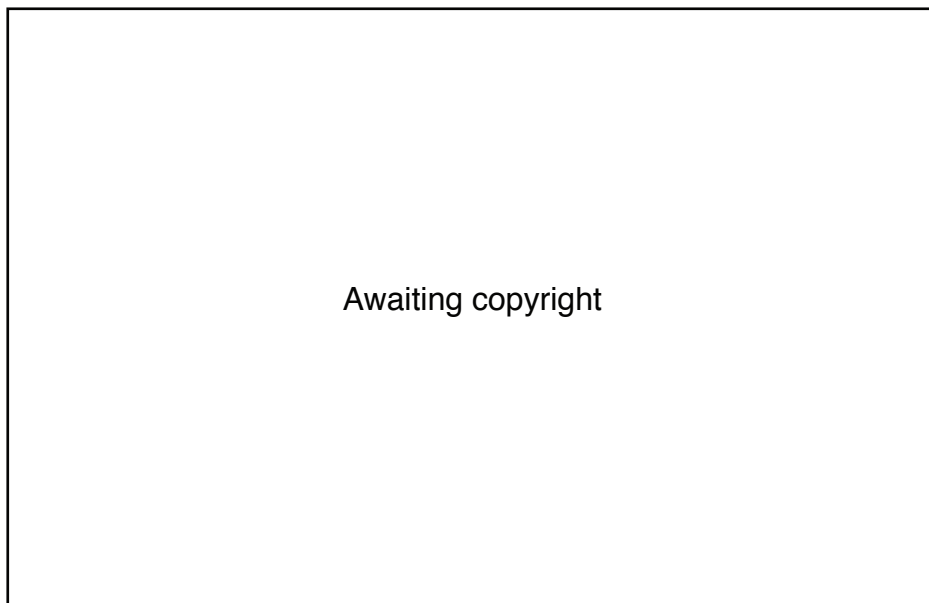
**Source A**

Decoration from the House of the Tragic Poet at Pompeii



**Source B**

Floor plan of the House of the Tragic Poet at Pompeii



### Source C

Excavation report, October 1830; House of the Faun

The atrium is decorated with ... walls, which appear as if of coloured marble; in the middle is the impluvium with a small fountain. On one of its sides was found a statue of Pan, the Faun.

Excavation report, p 212, AE Cooley and MGL Cooley, 2004, *Pompeii, A Sourcebook*, Routledge, London and NY, reproduced by permission of Cengage Learning

### Source D

Statue of Eumachia from Pompeii

Awaiting copyright

### Source E

Tomb inscriptions outside the Herculaneum Gate

For Aulus Veius, son of Marcus, duumvir with judicial power, quinquennial duumvir for the second time, military tribune by popular demand, by decree of the town council.

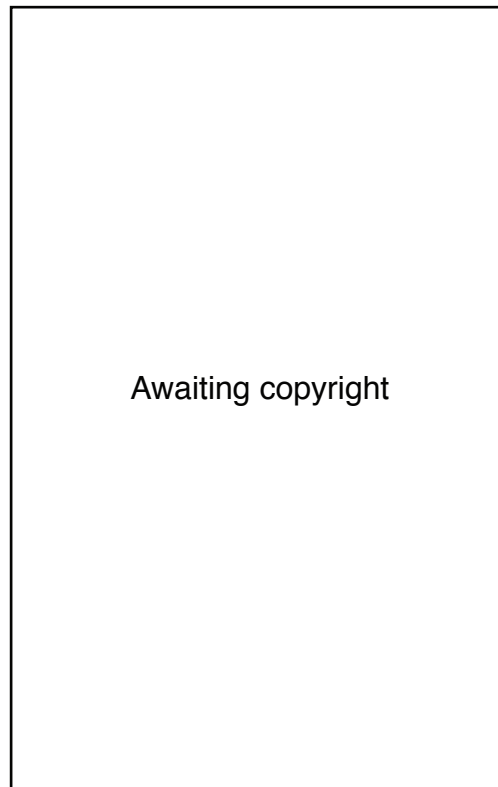
Marcia Aucta, his wife, made this tomb for Gaius Fabius Secundus and for herself and for Fabia Gratina, daughter of Gaius, her daughter.

Naevoleia Tyche, freedwoman of Lucius, set this up for herself.

To Gnaeus Vibrius Saturninus, son of Quintus, of the tribe Falerna, his freedman Callistus set it up.

**Source F**

Excavated human remains from Herculaneum



**Source G**

Allison, PM, 1992, 'The Distribution of Pompeian House Contents and Its Significance', PhD thesis, University of Sydney, 1992, Vol I, p 14.

