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Centre Number

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Student Number

2009
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 22–27

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.

Question 1 (7 marks)



Source 1: The House of the Silver Wedding at Pompeii

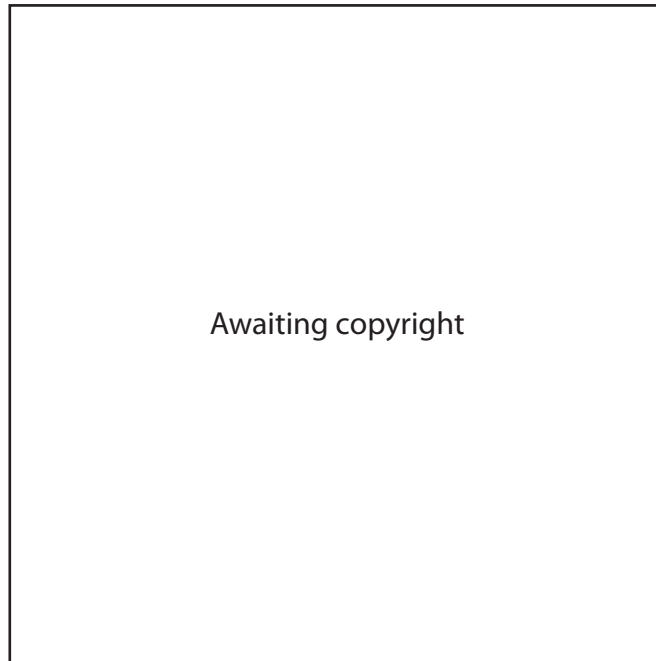
(a) Name TWO architectural features shown in Source 1.

2

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Question 1 continues on page 3

Question 1 (continued)



Source 2: Plan of the Forum Baths at Herculaneum
(1) Entrance to the men's baths (2) Entrance to the women's baths

- (b) Using Source 2, describe the features of baths in Herculaneum and Pompeii. **5**

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End of Question 1

Question 2 (8 marks)



What do Sources 3 and 4 and other sources reveal about industries in Pompeii and Herculaneum?

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Question 2 continues on page 5

Question 2 (continued)

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End of Question 2

Question 3 (10 marks)

At the very heart of any understanding of Pompeii and its archaeology must be the demands of the tourist, who as Maiuri explained was the client of archaeology . . .

Reproduced with the kind permission of Ray Laurence, Institute of Archaeology, University of Birmingham

Source 5: Ray Laurence, University of Birmingham

To what extent has tourism influenced the way the sites of Pompeii and/or Herculaneum have been managed since the 1800s? **10**

In your answer, refer to Source 5 and your own knowledge.

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Question 3 continues on page 7

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Ancient History

Section II – Ancient Societies

25 marks

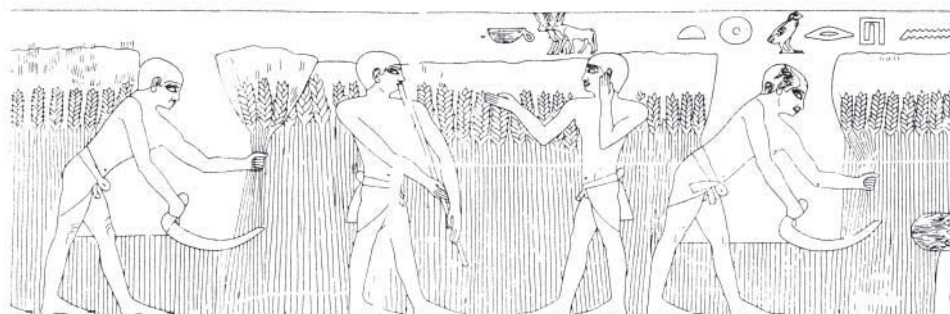
Attempt ONE question from Questions 4–13

Allow about 45 minutes for this section

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

Question 4 – Option A – Egypt: Society in Old Kingdom Egypt, Dynasties III to VI (25 marks)

- (a) What was *maat*? 3
- (b) Outline the main features of wall reliefs in this period. 4
- (c) Describe the roles of women in society in this period. 6
- (d) With reference to Source 6 and other sources, explain the importance of agriculture to the economy in this period. 12



Scene from the Tomb of Ti/Harvesting with a flute-player. Dianne Hennessy (Ed) *Studies in Ancient Egypt*, Thomas Nelson Australia, reproduced with permission from Cengage Learning Australia.

Source 6: Scene from the Tomb of Ti

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

- (a) What was *maat*? 3
- (b) Outline the main features of wall paintings in this period. 4
- (c) Describe the roles of women in society in this period. 6
- (d) With reference to Source 7 and other sources, explain the importance of agriculture to the economy in this period. 12



Source 7: Scene from the Tomb of Pahery

Figure: Agricultural scenes in the 18th Dynasty Rock-Tomb of Pahery at Elkab (p224) from "Oxford History of Ancient Egypt" edited by Shaw, Ian (2000).
Reproduced by permission of Oxford University Press

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

- (a) What was *maat*? 3
- (b) Outline the main features of sculpture in this period. 4
- (c) Describe the roles of women in society in this period. 6
- (d) With reference to Source 8 and other sources, explain the importance of the Nile to the economy in this period. 12



Image: Graham Harrison / www.grahamharrison.com
Source 8: Scene from the Tomb of Sennedjem

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

- (a) What was a ziggurat? **3**
- (b) Outline the role of governors and provincial administrators in this period. **4**
- (c) Describe the main features of Assyrian wall decorations in this period. **6**
- (d) With reference to Source 9 and other sources, explain the role of the king in Assyrian society. **12**



Reproduced with the permission of the British of Museum
Source 9: Stela of Ashurnasirpal II

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

- (a) Who was Yahweh? **3**
- (b) Outline the role of the king in Israelite society in this period. **4**
- (c) Describe the main features of the economy in this period. **6**
- (d) With reference to Source 10 and other sources, explain the importance of religious places in this period. **12**

Awaiting copyright

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

- (a) Who was Ahura-Mazda? **3**
- (b) Outline the roles of women in society in this period. **4**
- (c) Describe the main features of the economy in this period. **6**
- (d) With reference to Source 11 and other sources, explain the role of the king in this period. **12**



Awaiting copyright

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

- (a) What was a peak sanctuary? **3**
- (b) Outline the roles of women in society in this period. **4**
- (c) Describe the building techniques used by the Minoans in this period. **6**
- (d) With reference to Source 12 and other sources, explain the importance of the palace economy in Minoan society. **12**

Awaiting copyright

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

- (a) What was Linear B? **3**
- (b) Outline the role of the rulers in Mycenaean society in this period. **4**
- (c) Describe the main features of Mycenaean trade. **6**
- (d) With reference to Source 13 and other sources, explain the importance of warfare in Mycenaean society. **12**



Reproduced with the permission of the British of Museum
Source 13: Mycenaean swords and daggers

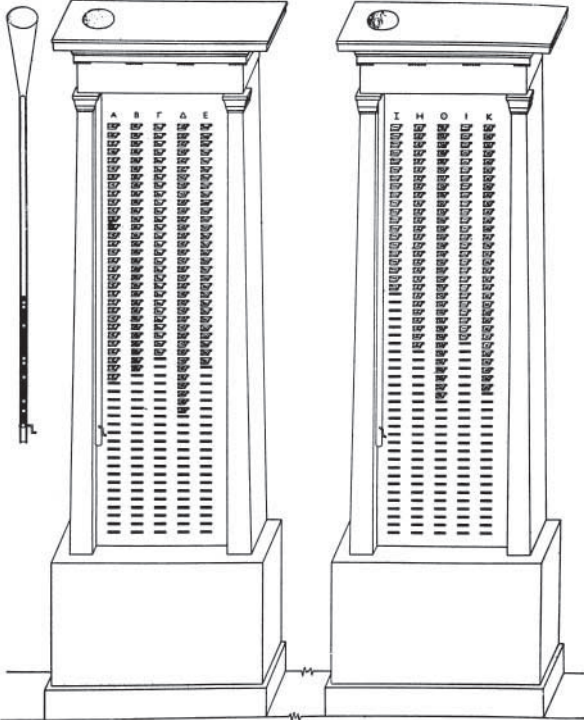
**Question 12 — Option I – Greece: Spartan society to the Battle of Leuctra
371 BC (25 marks)**

- (a) What was the *agoge*? **3**
- (b) Outline the role of the *gerousia* in this period. **4**
- (c) Describe the main features of the Spartan economy in this period. **6**
- (d) With reference to Source 14 and other sources, explain the role of the kings in Spartan society. **12**

Awaiting copyright

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

- (a) Who were the *strategoi*? 3
- (b) Outline the roles of women in society in this period. 4
- (c) Describe the main features of the Athenian economy in this period. 6
- (d) With reference to Source 15 and other sources, explain the role of the citizen in Athenian democracy. 12



Agora Excavations, American School of Classical Studies at Athens

Source 15: Reconstruction of an allotment machine

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
-

Question 14 — Option A – Egypt: Hatshepsut (25 marks)

- (a) What were the religious and political purposes of Hatshepsut’s mortuary temple at Deir-el-Bahri? **10**
- (b) Assess the effect that Hatshepsut had on her time. **15**

Question 15 — Option B – Egypt: Akhenaten (25 marks)

- (a) What were the religious and political purposes of the city of Akhetaten? **10**
- (b) How have interpretations of Akhenaten changed over time? **15**

Question 16 — Option C – Egypt: Ramesses II (25 marks)

- (a) What was Ramesses II’s role in the Battle of Kadesh? **10**
- (b) To what extent was religion the motive for Ramesses II’s building program? **15**

Question 17 — Option D – The Near East: Sennacherib (25 marks)

- (a) Describe the background and early career of Sennacherib. **10**
- (b) Assess the effect Sennacherib had on his time. **15**

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
-

Question 18 — Option E – The Near East: Xerxes (25 marks)

- (a) Describe the family background and early career of Xerxes. **10**
- (b) Evaluate the foreign policy of Xerxes. **15**

Question 19 — Option F – The Near East: Hannibal (25 marks)

- (a) Why did Hannibal attack Italy? **10**
- (b) Evaluate the success of Hannibal as a general. **15**

Question 20 — Option G – Greece: Pericles (25 marks)

- (a) Describe the background and early career of Pericles. **10**
- (b) Assess the role of Pericles in the outbreak of the Peloponnesian War. **15**

Question 21 — Option H – Greece: Alexander the Great (25 marks)

- (a) Describe Alexander's rise to prominence. **10**
- (b) To what extent does Alexander deserve to be known as 'the Great'? **15**

Question 22 — Option I – Greece: Cleopatra VII (25 marks)

- (a) Explain how and why Cleopatra died. **10**
- (b) How have interpretations of Cleopatra changed over time? **15**

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

- (a) Describe the problems Tiberius Gracchus attempted to address with his reforms. **10**
- (b) To what extent did the senate oppose Tiberius Gracchus? **15**

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

- (a) Describe Julius Caesar's role in the First Triumvirate. **10**
- (b) Assess the impact of Julius Caesar on Rome. **15**

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

- (a) Explain how and why Agrippina the Younger was killed. **10**
- (b) How have interpretations of Agrippina the Younger changed over time? **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
-

Question 26 — Option A – Egypt: From Unification to the First Intermediate Period (25 marks)

- (a) What was the nature of Egypt’s relations with neighbouring lands in this period? **25**

OR

- (b) To what extent did religious beliefs change in Old Kingdom Egypt? **25**

Question 27 — Option B – Egypt: New Kingdom Egypt to the death of Thutmose IV (25 marks)

- (a) How important was Nubia to Egypt during this period? **25**

OR

- (b) Evaluate the importance of officials in the government of Egypt and the ‘empire’.

Question 28 — Option C – Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II (25 marks)

- (a) Assess the role of Egyptian kings in restoring the god Amun following the failure of the Amarna ‘revolution’. **25**

OR

- (b) To what extent did Egypt’s relationship with foreign powers change during this period? **25**

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

- (a) How successful were the Assyrian kings in the expansion and maintenance of empire? **25**

OR

- (b) Assess the significance of royal cities in the Assyrian empire. **25**

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

- (a) To what extent did neighbouring powers have an impact on Judah during this period? **25**

OR

- (b) Assess the religious policies of the kings of Judah. **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 31 — Option F – The Near East: Persia from Cyrus II to the death of Darius III (25 marks)

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

OR

- (b) ‘Cyrus was a father, Cambyses a tyrant, and Darius a shopkeeper.’ **25**
Herodotus

How useful is this comment in assessing the contributions of these Persian kings?

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

- (a) To what extent was land hunger the cause of colonisation? **25**

OR

- (b) Who contributed more to the development of Athens: Solon or Peisistratus? **25**

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

- (a) To what extent was Themistocles responsible for the Greek victory in the Persian Wars? **25**

OR

- (b) To what extent did the Delian League fulfil its aims? **25**

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

- (a) Assess the roles of Cleon and Brasidas in the Peloponnesian War. **25**

OR

- (b) Why did the Athenians lose the Peloponnesian War? **25**

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

- (a) To what extent did Persia influence Greek affairs during this period? **25**

OR

- (b) To what extent did Philip's army reforms contribute to the rise of Macedon? **25**

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

- (a) Assess the role and impact of Roman leaders during the Second Punic War. **25**

OR

- (b) To what extent did the conquest of Greece have an impact on Rome during this period? **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 37 — Option L – Rome: Political revolution in Rome 133–78 BC

(25 marks)

- (a) Assess the role and impact of violence on politics in Rome during this period. **25**

OR

- (b) Evaluate the impact of foreign wars and invasions on the Roman political system during this period. **25**

Question 38 — Option M – Rome: The fall of the Republic 78–31 BC

(25 marks)

- (a) Assess the senate's role in political crises in this period. **25**

OR

- (b) To what extent did the political ambitions of individuals contribute to the fall of the Republic? **25**

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

- (a) To what extent did Augustus use propaganda to establish and maintain his principate? **25**

OR

- (b) Evaluate Augustus' relationship with the senate. **25**

**Question 40 — Option O – Rome: Rome in the time of the Julio-Claudians
AD 14–69 (25 marks)**

- (a) To what extent did the Julio-Claudians expand the empire? **25**

OR

- (b) Assess the impact of Nero's principate on Rome. **25**

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

- (a) To what extent were the emperors successful in maintaining the Roman peace (*pax Romana*) during this period? **25**

OR

- (b) Assess Hadrian's contribution to the empire in this period. **25**

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