



ST AUGUSTINE'S
COLLEGE - SYDNEY

2010

HIGHER SCHOOL CERTIFICATE
TRIAL EXAMINATION

ANCIENT HISTORY

General Instructions:

- Reading time - 5 minutes
- Working time - 3 hours
- Write clearly in black or blue pen
- Write your Student Number at the top of this page and in each writing booklet used.

Total Marks – 100

Section 1 Pages 2 - 8

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 1-8

Part B - 10 marks

- Attempt Question 9

Section II Pages 9 - 18

25 marks

- Attempt ONE question from Questions 4-13
- Allow 45 minute 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 26-42
- Allow about 45 minutes for this section.

This examination paper is not to be removed from the examination room.

A copy will be returned to you with your marked scripts and examination report.

Every effort has been made to ensure that this examination paper meets the same requirements and standards as the HSC Papers produced by the Board of Studies, but no warranty is given that this paper in any way predicts the format or questions of any future HSC examination paper.

Section I - Cities of Vesuvius- Pompeii and Herculaneum

25 marks

Part A- 15 marks

Attempt Questions 1-8

Allow about 25 minutes for this section

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 of the expected length of response.

- | | Marks |
|---|--------------|
| 1. Using the evidence of Source A, what position did Pliny the Elder hold? | 1 |
| <input type="radio"/> (A) Biographer of the eruption of Vesuvius | |
| <input type="radio"/> (B) Commander of the fleet at Vesuvius | |
| <input type="radio"/> (C) Commander of the fleet at Campania | |
| <input type="radio"/> (D) Commander of the fleet at Misenum | |
| 2. Which of the following best defines the structure shown in Source B? | 1 |
| <input type="radio"/> (A) A place of private religious worship | |
| <input type="radio"/> (B) A place for the worship of foreign gods | |
| <input type="radio"/> (C) A place for public religious worship | |
| <input type="radio"/> (D) A place for the worship of the first Emperor | |
| 3. Which of the following can best be observed from Source C ? | 1 |
| <input type="radio"/> (A) That streets were raised to allow better access and drainage | |
| <input type="radio"/> (B) That housing in Herculaneum was all single storied. | |
| <input type="radio"/> (C) That streets in Herculaneum were for pedestrian access only | |
| <input type="radio"/> (D) That streets in Herculaneum were for commercial and pedestrian access | |

4. Which of the following is best inferred from Source D? **1**

- (A) That all duumvir held judicial powers
- (B) That inscriptions were often used for political propaganda
- (C) That town councillors had little regard for Marcus Holconius Rufus
- (D) That most provincial politicians were patrons of the arts.

5. What can best be inferred from Source E? **1**

- (A) That architecture in Pompeii was influenced by Egyptian styles
- (B) That gladiatorial displays were held here
- (C) That private entertainment was held here
- (D) That architecture in Pompeii was influenced by Greek styles

6. What activity most commonly occurred in the basilica in Source F? **1**

- (A) The exercising of the military and an exercise ground for youth organisations
- (B) The watching of gladiatorial events
- (C) The exercise of the general public
- (D) The exercising of the upper class

Marks

7. Using Source F, describe the features of the palaestra in Pompeii

3

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Section I continued over the page

Section I (continued)

Part B - 10 marks

Attempt Question 9

Allow about 20 minutes for this part

Answer the question in the space provided. This space provides guidance for the expected length of the response.

Marks

Question 9

10

Using Source H and your knowledge of other sources, evaluate the ethical issues arising from the study and display of human remains at Pompeii and Herculaneum

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Ancient History

Section II — Ancient Societies

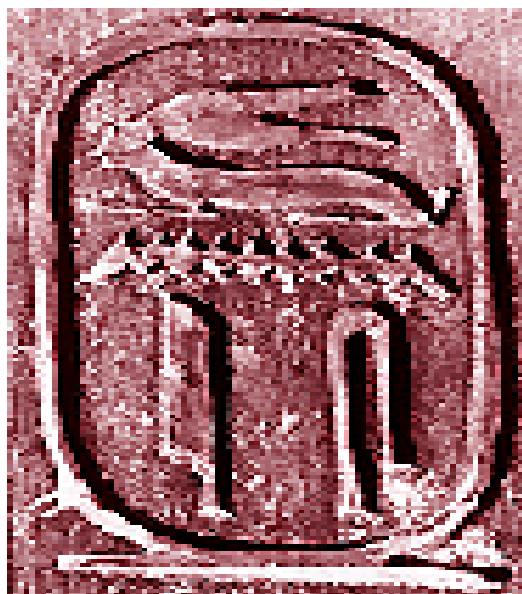
25 marks

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.

	Marks
Question 4 — Option A – Egypt: Society in Old Kingdom Egypt, Dynasties III to VI (25 marks)	
(a) Name TWO Old Kingdom gods	2
(b) What was a nomarch?	2
(c) Describe the leisure activities of the nobles.	5
(d) Outline the main features of crafts and industry.	6
(e) With reference to Source 1 and other sources, explain the significance of Old Kingdom myths and legends.	10



Source 1: Pyramid Text 306

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

Marks

- (a) Name TWO religious festivals. **2**
- (b) What was *tribute*? **2**
- (c) Describe the importance of the Nile in this period. **5**
- (d) Outline the roles of artisans and agricultural workers. **6**
- (e) With reference to Source 2 and other sources, explain the significance of Karnak.

10



Source 2: Karnak (Obelisk of Thutmose I)

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

Marks

- (a) Name TWO religious festivals. 2

- (b) What was a *shadouf*? 2

- (c) Describe the roles of the army during this period. 5

- (d) Outline the importance of the king (pharaoh) in New Kingdom society. 6

- (e) With reference to Source 3 and other sources, explain the significance of tomb decoration in this period.



The Eye of Horus: A History of Ancient Egypt
Gae Callender, Longman, 1997

Source 3: Ramesses III and the goddess Isis
(Tomb of Prince Amen-hir-khopshef)

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

Marks

- (a) Name TWO Assyrian gods. **2**
- (b) What were the *Tartanu*? **2**
- (c) Describe the main features of Assyrian religious architecture. **5**
- (d) Outline the policy of deportation. **6**
- (e) With reference to Source 4 and other sources, explain the significance of the king in Assyrian society. **10**



Source 4: Bas-relief from Nimrud

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

Marks

- (a) Name TWO countries that traded with Israel. **2**
- (b) Who was Ba'al? **2**
- (c) Describe the main features of Israelite architecture. **5**
- (d) Outline the roles of the Israelite army. **6**
- (e) With reference to Source 5 and other sources, explain the significance of religious places in Israelite society **10**



Source 5: Beersheba horned altar

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

Marks

- (a) Name TWO Persian palace complexes. **2**
- (b) Who were the *Magi*? **2**
- (c) Describe the main features of the Behistan (Behistun) inscription. **5**
- (d) Outline the main features of the Persian army during this period. **6**
- (e) With reference to Source 6 and other sources, explain the significance of art in Persian society during this period **10**



Source 6: Cylinder seal (Darius the Great)

Question 10 — Option G – Greece: The Bronze Age – Society in Minoan Crete (25 marks)	Marks
(a) Name TWO Minoan religious symbols.	2
(b) What was a <i>larnax</i> ?	2
(c) Describe the technology employed by the Minoans.	5
(d) Outline the role of Minoan religious places.	6
(e) With reference to Source 7 and other sources, explain the significance of the palace in Minoan society.	10



Source 7: Throne room (Palace of Knossos)

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

- (a) Name TWO types of Mycenaean graves. **2**
- (b) What was *Linear B*? **2**
- (c) Describe the role of the military in Mycenaean society. **5**
- (d) Outline the main features of trade and industry in Mycenaean society. **6**
- (e) With reference to Source 8 and other sources, explain the significance of the citadel in Mycenaean society. **10**



Source 8: Citadel at Mycenae (artist's reconstruction)

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

Marks

- | | |
|---|-----------|
| (a) What was the agoge? | 2 |
| (b) Who were the helots? | 3 |
| (c) Describe the role and nature of the ephorate | 8 |
| (d) With reference to Source 9 and other evidence, explain the views of Greek writers toward Spartan society. | 12 |

I recall the astonishment with which I first noted the unique position of Sparta among the states of Hellas, the relatively sparse population, and at the same time the extraordinary power and prestige of the community....

Take for example - and it is well to begin at the beginning – the whole topic of the begetting and rearing of children. Throughout the rest of the world the young girl, who will one day become a mother (and I speak of those who may be held to be well brought up), is nurtured on the plainest food attainable, with the scantiest addition of meat or other condiments: while as to wine, they train them either to total abstinence or to take it highly diluted with water. And in imitation, as it were, of the handicraft type, since the majority of artificers are sedentary, we, the rest of the Hellenes, are content that our girls should sit quietly and work wools. This is all we demand of them. But how are we to expect that women nurtured in this fashion should produce a splendid offspring?

Source 9: Xenophon *Constitution of the Spartans*, 1.2

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

- (a) Name TWO commercial centres of Athens. **2**
- (b) What was the *polis*? **2**
- (c) Describe the marriage customs in Athenian society **5**
- (d) Outline the role of the military in Athenian society. **6**
- (e) With reference to Source10 and other sources, explain the significance of religion in Athenian society. **10**



Girls in the panathenaic procession (parthenon frieze)

End of Section II

Ancient History**Section III — Personalities in Their Times****25 marks****Attempt ONE question from Questions 14–25****Answer BOTH parts (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:

- 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
-

	Marks
Question 14 — Option A – Egypt: Hatshepsut (25 marks)	
(a) Describe how Hatshepsut became king (pharaoh).	10
(b) Evaluate the foreign policy of Hatshepsut.	15
Question 15 — Option B – Egypt: Akhenaten (25 marks)	
(a) Describe the role of Nefertiti in the reign of Akhenaten.	10
(b) Evaluate religious developments during the reign of Akhenaten.	15
Question 16 — Option C – Egypt: Ramesses II (25 marks)	
(a) Describe the role of royal wives in the reign of Ramesses II.	10
(b) Evaluate Ramesses' promotion of his own image as king (pharaoh).	15
Question 17 — Option D – The Near East: Sennacherib (25 marks)	
(a) Describe how Sennacherib promoted his religious beliefs.	10
(b) Evaluate the reign of Sennacherib as an Assyrian king.	15

Section III continues over the page

	Marks
Question 18 — Option E – The Near East: Xerxes (25 marks)	
(a) Describe how Xerxes became king.	10
(b) Evaluate Xerxes’ attempts to expand the Persian empire.	15
Question 19 — Option F – The Near East: Hannibal (25 marks)	
(a) Describe Hannibal’s family background and influences.	10
(b) Evaluate the military career of Hannibal.	15
Question 20 — Option G – Greece: Pericles (25 marks)	
(a) Describe Pericles’ rise to prominence.	10
(b) Evaluate Pericles’ role in the development of Athens’ ‘Golden Age’.	15
Question 21 — Option H – Greece: Alexander the Great (25 marks)	
(a) Describe how Alexander became king.	10
(b) Evaluate Alexander’s relationship with his army and generals.	15
Question 22 — Option I – Greece: Cleopatra VII (25 marks)	
(a) Describe how Cleopatra became ruler of Egypt.	10
(b) Evaluate the impact of Cleopatra’s conflict with Octavian.	15
Question 23 — Option J – Rome: Tiberius Gracchus (25 marks)	
(a) Describe the manner and impact of Tiberius Gracchus’ death.	10
(b) Evaluate the methods Tiberius Gracchus used to achieve his reforms.	15
Question 24 — Option K – Rome: Julius Caesar (25 marks)	
(a) Describe Julius Caesar’s early political career to 60 BC.	10
(b) Evaluate the significance of Ancient and modern images and interpretations of Julius Caesar	15

Marks

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

- | | |
|--|-----------|
| (a) Why was Agrippina killed? | 10 |
| (b) Evaluate the significance of Agrippina's marriages in her rise to prominence | 15 |

End of Section III

Ancient History

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:

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

Marks

(a) Assess the changing roles and influence of the nobility during this period.

25

OR

(b) Explain the significance of the development of pyramid-complexes during this period.

25

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

(a) Assess the significance of the reign of Thutmose (Thutmosis) III in this period.

25

OR

(b) To what extent did New Kingdom Egypt establish an ‘empire’ 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 28 — Option C – Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II (25 marks) **Marks**

(a) Assess the significance of the reign of Seti I in this period. **25**

OR

(b) Explain Egypt's changing relationship with foreign powers 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) Assess the significance of Assyrian building programs during this period. **25**

OR

(b) Explain the collapse of the Assyrian empire in 609 BC. **25**

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

(a) Evaluate the reign of Solomon as an Israelite king. **25**

OR

(b) Explain the impact of Assyria on Israel and Judah during 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 31 — Option F – The Near East: Persia from Cyrus II to the death of Darius III (25 marks) **Marks**

(a) Evaluate the role of Cyrus II in the establishment of the Persian Empire **25**

OR

(b) Explain the ‘decline’ of the Persian empire. **25**

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

(a) Explain the impact of hoplite warfare on the Greek world in this period. **25**

OR

(b) Assess the contribution of Solon to the development of Athenian democracy. **25**

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

(a) Assess the contribution of Miltiades and Leonidas to the course of the Persian Wars. **25**

OR

(b) Explain the origins and organisation of the Delian League. **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 34 — Option I – Greece: The Greek world 446–399 BC (25 marks) Marks

(a) Evaluate the impact of the Archadamic War on Athens and Sparta 25

OR

(b) Why were the Athenians defeated in the Sicilian expedition? 25

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

(a) Assess the impact of Thebes on Greek affairs in this period. 25

OR

(b) How did Philip transform Macedonia during this period? 25

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

(a) Assess the contributions of Fabius Maximus and Scipio Africanus to the course of the Second Punic War. 25

OR

(b) Why did Rome destroy Carthage in the Third Punic War? 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 L – Rome: Political revolution in Rome 133–78 BC (25 marks) Marks

(a) Explain the significance of the conflict between *optimates* and *populares* in this period. **25**

OR

(b) Assess the impact of Sulla’s dictatorship and legislation in this period. **25**

Question 38 — Option M – Rome: The fall of the Roman 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 1 (25 marks)

(a) What role did the settlements of 27 BC and 23 BC play in the development of Augustus’
Principate? **25**

OR

(b) Assess the role of the army in the Augustan principate. **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 40 — Option O – Rome: Rome in the time of the Julio-Claudians **Marks**
AD 14–69 (25 marks)

(a) Assess the importance of imperial building programs in this period. **25**

OR

(b) Evaluate the impact of Tiberius as *princeps*. **25**

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

(a) Explain the process of Romanisation in this period. **25**

OR

(b) Evaluate the impact of Vespasian as *princeps*. **25**

End of paper

2010

HSC
TRIAL COURSE EXAMINATION

Ancient History

Source Booklet

General Instructions

- Detach the 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 H

Page 5

This source booklet MUST NOT be removed from the examination room.

Source A

Suetonius, *On Distinguished Men*

Pliny the Elder died in a disaster in Campania; for when he was in command of the fleet at Misenum, during the eruption of Vesuvius he claimed that the reason ought to be investigated at closer hand in a warship, and was unable to return in the face of adverse winds. He was overcome by the force of dust and ashes, or, as some think, he was killed by his slave, whom he had asked to hasten his death when he was being overcome by heat.

Source B

Marble altar for the imperial cult (Temple of Vespasian, Pompeii)



Source C

A street in Herculaneum



Source D

Inscription from a theatre, Pompeii, *CIL*, X, 838.

Marco Holconio Macri Filio Roof, duumvior Iure dicundo quinquens iterum (duumvior)
quinquennali, tribuno militum has rabble, flamini Augusti, paorono Colonaie Decurionum Decreto.

Translation:

To Marcus Holconius Rufus, son of Marcus, duumvir with judicial power five times, twice
quiquennial, military tribune by popular demand, priest of Augustus, patron of the colony, by decree
of the town councillors.

Source E

The Odeion in Pompeii



Source F

The large Palaestra in Pompeii



Source G

Amphitheatre at Pompeii



Source H

Bodies displayed in “The Garden of the Fugitives,” Pompeii



End of Source Booklet