



NSW Education Standards Authority

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Centre Number

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Student Number

**2019** 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 with this paper
- Write your Centre Number and Student Number at the top of this page

**Total marks:** **Section I – 25 marks** (pages 2–5)  
**100**

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

**Section II – 25 marks** (pages 9–16)

- Attempt ONE question from Questions 4–11
- Allow about 45 minutes for this section

**Section III – 25 marks** (pages 17–21)

- Attempt ONE question from Questions 12–21
- Allow about 45 minutes for this section

**Section IV – 25 marks** (pages 22–24)

- Attempt ONE question from Questions 22–31
- Allow about 45 minutes for this section









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## Ancient History

### Section II — Ancient Societies

25 marks

Attempt ONE question from Questions 4–11

Answer ALL parts of the question

Allow about 45 minutes for this section

Answer the question on pages 2–8 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
- communicate ideas and information logically
- use historical terms and concepts appropriately

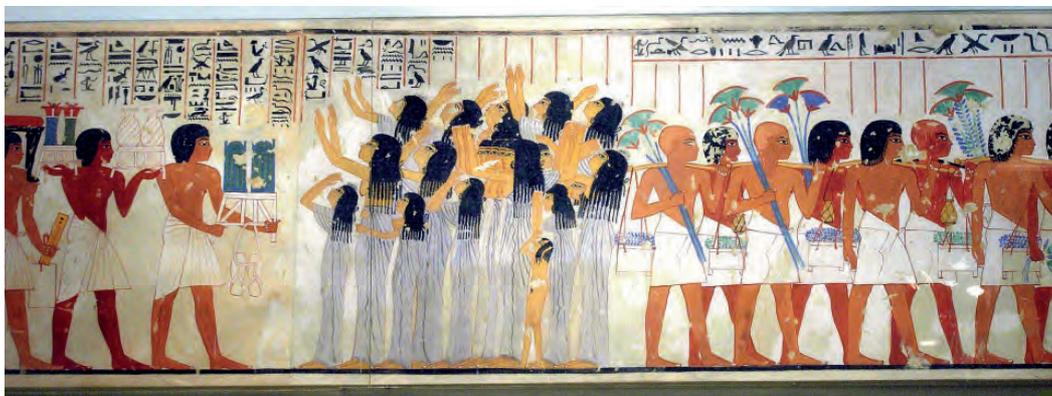
#### Question 4 — Option A: New Kingdom Egypt society to the death of Amenhotep III (25 marks)

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

- (a) Outline the range of crafts and industry in this period. 4
- (b) What do human remains reveal about the health of Egyptians in this period? 6

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

- (c) Explain how funerary customs and rituals help us to understand Egyptian society in this period. Support your response using evidence from Source E and other relevant sources. 15



Source E: Funerary procession, Tomb of Ramose

Nina de Garis Davies (1881–1965). Funeral Procession, Tomb of Ramose, probably 1914–1915.

Original from Egypt, Upper Egypt, Thebes, Sheikh Abd el-Qurna, Tomb of Ramose (TT 55), south wall, east side [PM (5)],

Graphic Expedition, probably 1914–1915. Tempera on paper. Facsimile H. 81 cm (31 7/8 in.); W. 574.5 cm (226 3/16 in.); Scale 1:1; Framed H. 86.4 cm (34 in); W. 570 cm (224 7/16 in); th. 6.4 cm (2 1/2 in). Rogers Fund, 1930 (30.4.37).

The Metropolitan Museum of Art, New York, NY, U.S.A. Photo Credit: Image copyright © The Metropolitan Museum of Art.

Image source: Art Resource, NY

**Question 5 — Option B: New Kingdom Egypt society during the Ramesside period (25 marks)**

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

- (a) Outline the importance of the Nile in this period. **4**
- (b) What do human remains reveal about the health of Egyptians in this period? **6**

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

- (c) Explain how writing and literature help us to understand Egyptian society in this period. Support your response using evidence from Source *F* and other relevant sources. **15**

Year 5, fourth month of summer, day 16, the day of departure of Wenamun, the Elder of the Portal of the Temple of Amun, Lord of Thrones-of-the-Two-Lands, to fetch timber for the great noble bark of Amen-Re, King of Gods ...

Source *F*: Report of Wenamun

© Miriam Lichtheim, *Ancient Egyptian Literature, Volume 2: The New Kingdom*  
University of California Press Book

**Question 6 — Option C: Society in Israel from Solomon to the fall of Samaria**  
(25 marks)

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

- (a) Outline features of fortified cities in this period. **4**
- (b) What do prophets reveal about religious beliefs and practices in this period? **6**

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

- (c) Explain how writing and literature help us to understand society in Israel in this period. Support your response using evidence from Source *G* and other relevant sources. **15**

In the ninth year (of the king): from (the district of) Qosah, to Gedyahu: a jar of aged wine.

In the tenth year (of the king): from (the district of) Seper, to Gedyahu: a jar of fine oil.

In the tenth year (of the king): to Shemaryahu, from (the district) of Be'erayim: a jar of aged [wine]. Raga' (son of) Elisha' – 2, 'Uzza (son of) Qadbes – 1, 'Eliba' – 1.

**Source *G*: Samaritan Ostraca**

*The Ancient Near East: Historical Sources in Translation*, edited by Mark Chavalas.  
'The Samaria Ostraca', by Professor Scott B Noegel. Publisher: John Wiley & Sons

**Question 7 — Option D: Persian society at the time of Darius and Xerxes**  
(25 marks)

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

- (a) Outline the roles of women in this period. **4**
- (b) What does religious policy reveal about the empire in this period? **6**

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

- (c) Explain how art and architecture help us to understand Persian society in this period. Support your response using evidence from Source *H* and other relevant sources. **15**



Source *H*: Tomb of Darius

(CC) [https://commons.wikimedia.org/wiki/File:Xerxes\\_tomb\\_at\\_Naqsh-e\\_Rostam-\\_upper\\_register\\_\(4614878357\).jpg](https://commons.wikimedia.org/wiki/File:Xerxes_tomb_at_Naqsh-e_Rostam-_upper_register_(4614878357).jpg)  
dynamosquito

**Question 8 — Option E: Society in China during the Han Dynasty**  
**206 BC – AD 220 (25 marks)**

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

- (a) Outline the roles of women in this period. **4**
- (b) What does imperial Confucianism reveal about social structure in this period? **6**

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

- (c) Explain how funerary customs help us to understand Chinese society in this period. Support your response using evidence from Source *I* and other relevant sources. **15**



Source *I*: Animal statue, tomb

© Victoria and Albert Museum  
– V&A Images

**Question 9 — Option F: Bronze Age – Minoan Crete (25 marks)**

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

- (a) Outline the roles of women in this period. **4**
- (b) What do rituals reveal about Minoan religion in this period? **6**

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

- (c) Explain how the range of occupations in Minoan Crete helps us to understand society in this period. Support your response using evidence from Source *J* and other relevant sources. **15**



Source *J*: Stirrup vase

Creative Commons. Photographer: Wolfgang Sauber

**Question 10 — Option G: Spartan society to the Battle of Leuctra 371 BC**  
(25 marks)

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

- (a) Outline the roles of the *helots* in this period. **4**
- (b) What does the *ephorate* reveal about Spartan political organisation in this period? **6**

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

- (c) Explain how religious festivals help us to understand Spartan society in this period. Support your response using evidence from Source *K* and other relevant sources. **15**

[T]he Karneia at Sparta is a representation of their military discipline. There are, namely, places numbering nine, which they call ‘sunshades’ because they bear some likeness to tents; and nine men eat in each, and a herald proclaims everything by order. Each ‘shade’, moreover, holds three brotherhoods, and the festival of the Karneia is held for nine days.

Source *K*: Athenaeus, *Deipnosophistae* 4.141F

‘The Deipnosophistae of Athenaeus’  
Published in Vol 2 of the *Loeb Classical Library* edition, 1928

**Question 11 — Option H: Athenian society in the time of Pericles (25 marks)**

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

- (a) Outline the roles of the *metics* in this period. **4**
- (b) What do myths and legends reveal about Athenian religion in this period? **6**

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

- (c) Explain how the range of occupations in Athens helps us to understand society in this period. Support your response using evidence from Source *L* and other relevant sources. **15**

[Pericles] boldly suggested to the people projects for great constructions, and designs for works which would call many arts into play and involve long periods of time, in order that the stay-at-homes, no . . . less than the sailors and sentinels and soldiers, might have a pretext for getting a beneficial share of the public wealth.

Source *L*: Plutarch, *Pericles* 12

Perseus Digital Library, Editor-in-Chief Gregory R Crane, Tufts University  
<http://www.perseus.tufts.edu>

### Section III — Personalities in their Times

25 marks

Attempt ONE question from Questions 12–21

Answer BOTH parts of the question

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.

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Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
  - communicate ideas and information logically
  - use historical terms and concepts appropriately
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#### Question 12 — Option A: Egypt – Hatshepsut (25 marks)

- (a) Describe features of Hatshepsut’s temples and tombs. 10
- (b) *Kasia Szpakowska rightfully states that representations of Hatshepsut with the royal regalia of male kings have nothing to do with cross-dressing. She offers a parallel with female barristers in the United Kingdom, who wear the same powdered wigs and robes as male barristers without cross-dressing or pretending to be male.* 15

© Uros Matic,  
'(De)queering Hatshepsut:  
Binary Bind in Archaeology  
of Egypt and Kingship  
Beyond the Corporeal'  
*Journal of Archaeological  
Method and Theory*

UROŠ MATIĆ

*Journal of Archaeological Method and Theory*

Assess the value and limitations of sources in supporting our understanding of Hatshepsut. Support your response using evidence from the above source and other relevant sources.

**Question 13 — Option B: Egypt – Akhenaten (25 marks)**

- (a) Describe the changes to afterlife beliefs and funerary customs during Akhenaten's reign. **10**

- (b) *I shall not violate this oath which I have made to the Aten my father in all eternity ... it shall endure on the stela of stone of the south-eastern boundary ... It shall not be erased. It shall not be washed out. It shall not be hacked out. It shall not be covered with gypsum. It shall not be made to disappear ...*

Stela S

South-eastern boundary, Akhetaten

© Miriam Lichtheim, *Ancient Egyptian Literature, Volume 2: The New Kingdom*  
University of California Press Book

Assess Akhenaten's motives for the transfer of the capital to Akhetaten. Support your response using evidence from the above source and other relevant sources.

**Question 14 — Option C: The Near East – Sennacherib (25 marks)**

- (a) Describe Sennacherib's background and rise to prominence. **10**

- (b) *Sennacherib, great king, strong king, king of the world, king of Assyria, king of the four quarters (of the world), capable shepherd, favourite of the great gods, guardian of truth who loves justice, renders assistance, goes to the aid of the weak, (and) strives after good deeds, perfect man, virile warrior foremost of all rulers, the bridle that controls the insubmissive [disobedient], (and) the one who strikes enemies with lightning.* **15**

Royal Inscription, Nineveh

Texts edited by A Kirk Grayson and Jamie Novotny for PSU Press

Assess the value and limitations of sources in supporting our understanding of Sennacherib's organisation and administration of the empire. Support your response using evidence from the above source and other relevant sources.

**Question 15 — Option D: The Near East – Xerxes (25 marks)**

- (a) Describe Xerxes' family background and status. **10**
- (b) *Nor, as the Great King neared Europe, did he neglect to toy with the superstitions of his foes [enemies]. Devout in the worship of Ahura Mazda he may have been – yet Xerxes had the traditional Persian genius for turning the religious sensibilities of alien [foreign] peoples to his advantage.* **15**

TOM HOLLAND  
*Persian Fire*  
© Little, Brown  
Book Group Limited.  
Tom Holland

Assess the effectiveness of Xerxes' reign. Support your response using evidence from the above source and other relevant sources.

**Question 16 — Option E: China – Qin Shihuangdi (25 marks)**

- (a) Describe Qin Shihuangdi's background and rise to prominence. **10**
- (b) *A [later] Confucian writer would judge that the empire fell 'because it failed to display humanity and righteousness, or to realize that there is a difference between the power to attack and the power to consolidate.' A simpler reason may be that the First Emperor simply tried to do too much too fast.* **15**

JONATHAN FENBY  
*The Dragon Throne*  
© *The Dragon Throne: China's Emperors from the Qin to the Manchu*,  
by Jonathan Fenby.  
Quercus Publishing,  
2015

Assess the impact and influence of Qin Shihuangdi on his time. Support your response using evidence from the above source and other relevant sources.

**Question 17 — Option F: Greece – Pericles (25 marks)**

- (a) Describe Pericles' background and rise to prominence. **10**
- (b) *... the Athenians understood and followed (not without fail, but with impressive commitment) Pericles' unusual military strategy, even though many of them suffered losses and were angered by its seeming cowardice.* **15**

TOMER J PERRY  
*Pericles as a 'Man of Athens'*  
© "Pericles as a 'Man of Athens': Democratic Theory and Advantages in Thucydides",  
*History of Political Thought*,  
Vol 39, No 2, 2018,  
235–268  
by Assistant Professor  
Tomer J Perry,  
Imprint Academic.

Assess the value and limitations of sources in supporting our understanding of Pericles' leadership. Support your response using evidence from the above source and other relevant sources.

**Question 18 — Option G: Greece – Alexander the Great (25 marks)**

- (a) Describe Alexander the Great's administration of the empire. **10**
- (b) *Alexander ... was a man of his own violent times ... He killed tens of thousands of civilians in his campaigns and spread terror in his wake ... Whether we approve of Alexander's often brutal tactics, every reasonable student of history must agree that he was one of the greatest military minds of all time.* **15**

PHILIP FREEMAN  
*Alexander the Great*

© Philip Freeman,  
*Alexander the Great*, 2011  
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permission of  
Simon & Schuster, Inc.  
All rights reserved.

Assess Alexander the Great's achievements as a military leader. Support your response using evidence from the above source and other relevant sources.

**Question 19 — Option H: Rome – Tiberius Gracchus (25 marks)**

- (a) Describe Tiberius Gracchus' background and rise to prominence. **10**
- (b) *Now the idea of Gracchus' scheme was to secure not prosperity, but population; but he was carried away above all by the benefits of the plan, because he thought that nothing better or more splendid could possibly happen to Italy, and gave no consideration to the difficulties surrounding it.* **15**

APPIAN  
*The Civil Wars* 1.11

© Appian, *Civil Wars*,  
Published by  
Penguin Random House  
Australia

Assess Tiberius Gracchus' impact as a reformer. Support your response using evidence from the above source and other relevant sources.

**Question 20 — Option I: Rome – Julius Caesar (25 marks)**

- (a) Describe Caesar's paths to power. **10**
- (b) *He [Caesar] was an idealist, a workaholic and a political enabler and manipulator, who would bend the system to his own ends if the wheels of change did not whirl fast enough for him.* **15**

ANTONY KAMM  
*Julius Caesar: A Life*

© Page 3, *Julius Caesar: A Life*, Antony Kamm.  
Routledge – Taylor &  
Francis Group.  
Publication 2006

Assess the impact of Caesar's career on his time. Support your response using evidence from the above source and other relevant sources.

**Question 21 — Option J: Rome – Agrippina the Younger (25 marks)**

- (a) Describe Agrippina's changing relationship with Nero. **10**
- (b) *... insinuations of sexual misconduct were regularly employed to denigrate the character of the person under attack without any expectation that the audience would necessarily find the charges credible. Many of the allegations against Agrippina in the literary sources must have had their origin ... in the hostile propaganda circulated by her political opponents or by the enemies of the regime that she represented.* **15**

JUDITH GINSBURG  
*Representing Agrippina*

© Oxford Publishing Limited, Judith Ginsburg

Assess the value and limitations of sources in supporting our understanding of Agrippina's life and career. Support your response using evidence from the above source and other relevant sources.

## Section IV — Historical Periods

**25 marks**

**Attempt ONE question from Questions 22–31**

**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.

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Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
  - use relevant sources and interpretation to support your response
  - communicate ideas and information using historical terms and concepts appropriately
  - present a sustained, logical and cohesive response
- 

### **Question 22 — Option A: New Kingdom Egypt to the Death of Thutmose IV** (25 marks)

- (a) Evaluate the view that Ahmose made the greatest contribution to Egypt in this period. **25**

**OR**

- (b) To what extent did Egypt's relations with other societies change in this period? **25**

### **Question 23 — Option B: New Kingdom Egypt – Amenhotep III to the Death of Ramesses II** (25 marks)

- (a) To what extent did the Amarna 'revolution' fail? **25**

**OR**

- (b) Assess the role and contributions of queens to the development of Egypt in this period. **25**

**Question 24 — Option C: The Ancient Levant – First Temple Period**  
c. 970–586 BC (25 marks)

- (a) To what extent was Rehoboam responsible for the division of the kingdoms of Israel and Judah in c. 931 BC? **25**

**OR**

- (b) Evaluate the impact of the Assyrian conquests on Israel and Judah in this period. **25**

**Question 25 — Option D: Persia – Cyrus II to the Death of Darius III**  
(25 marks)

- (a) To what extent did issues of dynastic succession weaken Persia in this period? **25**

**OR**

- (b) Assess the impact of Darius I on the administration of the Persian empire. **25**

**Question 26 — Option E: Imperial China – The Qin and Han 247–87 BC**  
(25 marks)

- (a) Evaluate the view that Emperor Wudi made the greatest contribution to the development of the Han. **25**

**OR**

- (b) Assess the significance of the wars against the Xiongnu to the expansion of the empire. **25**

**Question 27 — Option F: The Greek World 500–440 BC (25 marks)**

- (a) Evaluate the view that the Athenian navy made the greatest contribution to Greek victory and Persian defeat. **25**

**OR**

- (b) Assess the impact of empire on Athenian democracy. **25**

**Question 28 — Option G: 4th–Century Greece to the Death of Philip II**  
(25 marks)

- (a) Assess the significance of both Epaminondas and Pelopidas to developments in this period. **25**

**OR**

- (b) Evaluate the effectiveness of diplomacy and war in Macedonia's expansion into Greece in this period. **25**

**Question 29 — Option H: The Fall of the Roman Republic 78–31 BC**  
(25 marks)

- (a) To what extent were political crises in Rome responsible for the outbreak of civil war in 49 BC? **25**

**OR**

- (b) Assess the significance of Pompey's extraordinary commands to developments in the late Republic. **25**

**Question 30 — Option I: The Augustan Age 44 BC – AD 14** (25 marks)

- (a) To what extent did the roles and responsibilities of the Senate change in this period? **25**

**OR**

- (b) Evaluate the role and contribution of Agrippa to the principate. **25**

**Question 31 — Option J: The Julio-Claudians AD 14–69** (25 marks)

- (a) To what extent did building programs contribute to the development of the imperial cult in this period? **25**

**OR**

- (b) Evaluate the view that Nero's death was the main reason for the Year of the Four Emperors. **25**

**End of paper**



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**2019** HIGHER SCHOOL CERTIFICATE EXAMINATION

# Ancient History

## Source Booklet

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**Instructions** Detach this Source Booklet

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**Sources**  
**A – D**

**Source A** (page 2)

**Source B** (page 2)

**Source C** (page 3)

**Source D** (page 3)

## Source A

Inscription, Pompeii

To let, in the estate of Julia Felix, daughter of Spurius: elegant baths for respectable people, shops with upper rooms, and apartments.

© *Pompeii: a Sourcebook*, Alison E Cooley and MGL Cooley, Taylor & Francis – Routledge

## Source B

Boatshed, Herculaneum



© Richard Amor Allan  
[rgallanphotography.blogspot.com](http://rgallanphotography.blogspot.com)

### Source C

Wall painting, Herculaneum



© By permission of the  
Ministry for Cultural and Tourism Heritage and Activities  
– National Archaeological Museum of Napoli

### Source D

Inscription, Pompeii

To Gnaeus Alleius Eros, freedman of Maius, appointed as Augustalis free of charge, to whom the Augustales and inhabitants of the country district decreed 1000 sesterces for his funeral rites. Lived 22 years.

© Pages 83–111, *Pompeii: A Sourcebook*, Alison E Cooley and M G L Cooley.  
Routledge – Taylor & Francis Group. Published 2004

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