



NSW Education Standards Authority

--	--	--	--	--

Centre Number

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

Student Number

2021 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: 100

Section I – 25 marks (pages 2–8)

- Attempt Questions 1–4
- Allow about 45 minutes for this section

Section II – 25 marks (pages 9–17)

- Attempt ONE question from Questions 5–12
- Allow about 45 minutes for this section

Section III – 25 marks (pages 18–24)

- Attempt ONE question from Questions 13–22
- Allow about 45 minutes for this section

Section IV – 25 marks (pages 25–27)

- Attempt ONE question from Questions 23–32
- Allow about 45 minutes for this section

Section I — Cities of Vesuvius – Pompeii and Herculaneum

25 marks

Attempt Questions 1–4

Allow about 45 minutes for this section

Refer to the Source Booklet to answer Questions 1–4.

Answer the questions in the spaces provided. These spaces provide guidance for the expected length of response.

Extra writing space is provided on pages 7–8 of this booklet. If you use this space, clearly indicate which question you are answering.

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 1 (3 marks)

Outline the features of household religion in Pompeii. Support your response using Source A.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Do NOT write in this area.

Question 2 (4 marks)

How did the natural features of Campania contribute to the economy of the region?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Do NOT write in this area.

Section I extra writing space

If you use this space, clearly indicate which question you are answering.

Do NOT write in this area.

Ancient History

Section II — Ancient Societies

25 marks

Attempt ONE question from Questions 5–12

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
-

Please turn over

Question 5 — Option A: New Kingdom Egypt society to the death of Amenhotep III (25 marks)

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

- (a) Outline the key features of the site of Malkata. 3
- (b) What is known about Egyptian writing and literature in this period? 5
- (c) Explain the nature of economic exchange in Egypt in this period. 7

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

- (d) Analyse the role of women in Egyptian society in this period. Support your response using evidence from Source *F* and other relevant sources. 10



Source *F*: Female musicians at a funeral feast, Tomb of Rekhmire

Tomb of Rekhmire, female musicians at a funeral feast by De Agostini
© Getty Images

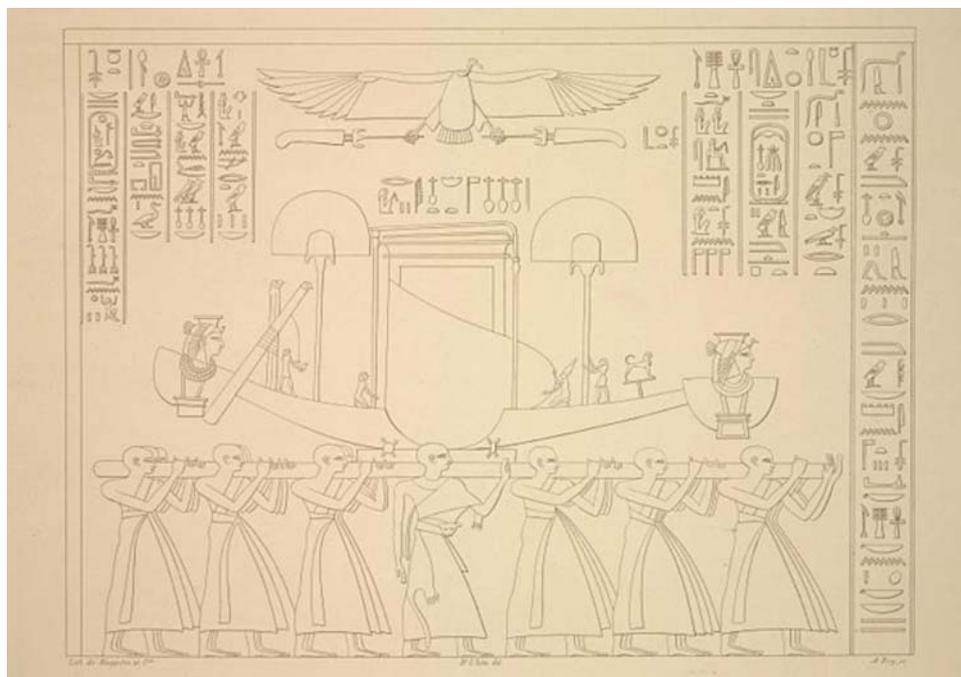
Question 6 — Option B: New Kingdom Egypt society during the Ramesside period (25 marks)

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

- (a) Outline the key features of the site of Deir el-Medina. **3**
- (b) What is known about Egyptian funerary texts in this period? **5**
- (c) Explain the nature of economic exchange in Egypt in this period. **7**

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

- (d) Analyse the role of festivals in Egyptian society in this period. Support your response using evidence from Source G and other relevant sources. **10**



Source G: Drawing of a relief showing the Opet festival, Thebes

Question 7 — Option C: Society in Israel from Solomon to the fall of Samaria
(25 marks)

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

- (a) Outline the key features of the site of Beersheba. **3**
- (b) What is known about art and architecture in this period? **5**
- (c) Explain the importance of agriculture to the economy of ancient Israel in this period. **7**

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

- (d) Analyse the role of prophets in Israelite society in this period. Support your response using evidence from Source *H* and other relevant sources. **10**

The Lord said to me ... I will raise up for them a prophet like you from among their fellow Israelites, and I will put my words in his mouth. He will tell them everything I command him.

I myself will call to account anyone who does not listen to my words that the prophet speaks in my name.

But a prophet who presumes to speak in my name anything I have not commanded, or a prophet who speaks in the name of other gods, is to be put to death.

Source *H*: Deuteronomy 18:17–20

Question 8 — Option D: Persian society at the time of Darius and Xerxes
(25 marks)

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

- (a) Outline the key features of the site of Naqsh-i-Rustam. **3**
- (b) What is known about the Royal Road in this period? **5**
- (c) Explain the nature of the bureaucracy in Persia in this period. **7**

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

- (d) Analyse the role of palace complexes in Persian society in this period. Support your response using evidence from Source *I* and other relevant sources. **10**

By the favour of Ahuramazda these are the countries which I got into my possession along with this Persian people, which felt fear of me and bore me tribute: Elam, Media, Babylonia, Arabia, Assyria, Egypt, Armenia, Cappadocia, Lydia, the Greeks who are of the mainland and those who are by the sea, and countries which are across the sea, Sagartia, Parthia, Dragiana, Aria, Bactria, Sogdiana, Chorasmia, Sattagydia, Arachosia, Hinduš, Gandara, Sacae, Maka.

Source *I*: Inscription from the Grand Terrace, Persepolis

© Pierre Lecoq, *Les inscriptions de la Perse achéménide* (1997 Paris)
<https://www.livius.org/sources/content/achaemenid-royal-inscriptions/dpe/>

**Question 9 — Option E: Society in China during the Han Dynasty
206 BC – AD 220 (25 marks)**

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

- (a) Outline the key features of the site of Luoyang. **3**
- (b) What is known about the imperial bureaucracy in this period? **5**
- (c) Explain the nature of economic exchange in China in this period. **7**

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

- (d) Analyse the role of the army in Chinese society in this period. Support your response using evidence from Source *J* and other relevant sources. **10**



Source *J*: Painted figure of a cavalryman, Xianyang

CMOC Treasures of Ancient China exhibit - painted figure of a cavalryman
Editor at Large (2007)
Licensed under CC BY-SA 2.5

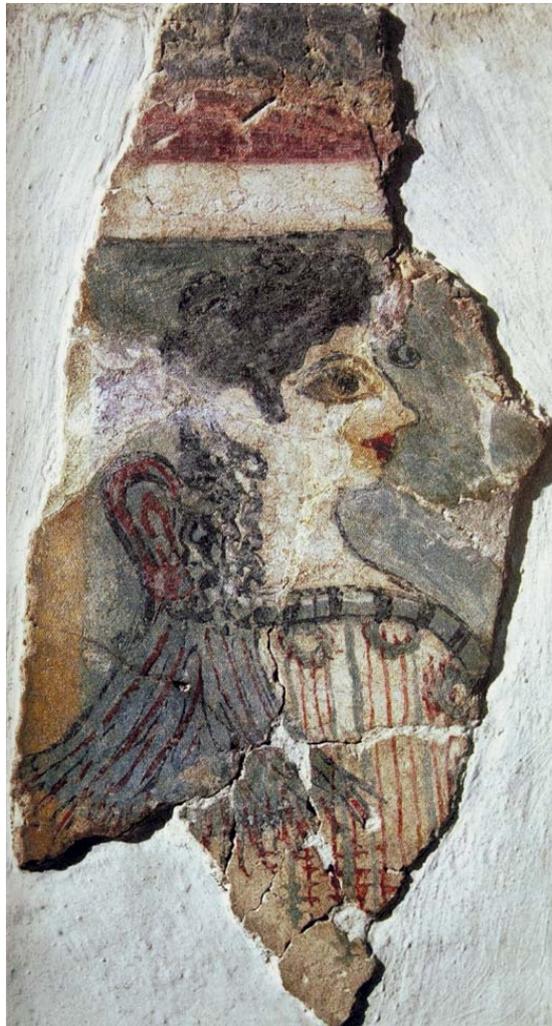
Question 10 — Option F: Bronze Age – Minoan Crete (25 marks)

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

- (a) Outline the key features of the site of Zakros. **3**
- (b) What is known about Minoan technology in this period? **5**
- (c) Explain the importance of religious places in Minoan Crete in this period. **7**

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

- (d) Analyse the role of art in Minoan society in this period. Support your response using evidence from Source *K* and other relevant sources. **10**



Source *K*: Minoan fresco depicting a woman, Knossos

Question 11 — Option G: Spartan society to the Battle of Leuctra 371 BC
(25 marks)

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

- (a) Outline the key features of the site of Sparta. **3**
- (b) What is known about Spartan technology in this period? **5**
- (c) Explain the importance of Lycurgus and the Great Rhetra in this period. **7**

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

- (d) Analyse the role of the army in Spartan society in this period. Support your response using evidence from Source *L* and other relevant sources. **10**

They lament him [the Spartan warrior], young and old alike,
And the whole city mourns him with bitter longing,
And this tomb and his children are famous among men,
And his children's children and his descendants thereafter.
Neither does his noble fame or his name ever perish,
But even though he is beneath the earth he becomes immortal –
Whoever distinguishes himself in bravery by standing steadfast and fighting
For the sake of his land and children.

Source *L*: Extract from Tyrtaeus, 12.27–34W

Compton, Todd M. 2006.
Victim of the Muses: Poet as Scapegoat, Warrior and Hero in
Greco-Roman and Indo-European Myth and History
Hellenic Studies 11. Washington, DC: Center for Hellenic Studies

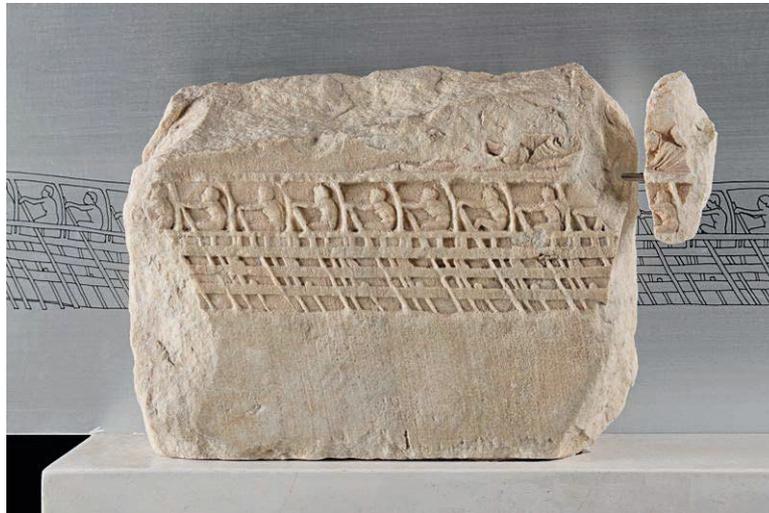
Question 12 — Option H: Athenian society in the time of Pericles (25 marks)

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

- (a) Outline the key features of the site of Athens. **3**
- (b) What is known about the *ekklesia* in this period? **5**
- (c) Explain the importance of festivals in Athens in this period. **7**

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

- (d) Analyse the role of the military in Athenian society in this period. Support your response using evidence from Source *M* and other relevant sources. **10**



Source *M*: Relief depicting Athenian rowers, Athens

© Acropolis Museum, 2018, photo by Yiannis Koulelis.

Section III — Personalities in their Times

25 marks

Attempt ONE question from Questions 13–22

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.

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 13 — Option A: Egypt – Hatshepsut (25 marks)

Answer part (a) of the question on pages 10–12 of the Writing Booklet.

- (a) What are the problems with evidence for historians studying Hatshepsut? Support your response using evidence from the following source and other relevant sources. **10**

Hatchepsut lived in a literate age, but belonged to a society which did not believe in keeping personal records. The contemporary records are almost invariably official documents which, by their very nature, rarely express private opinions. We have no intimate letters written to, by or about Hatchepsut, and no diaries or memoirs to provide us with a glimpse of early 18th dynasty court life; ... The real Hatchepsut, therefore, remains something of an enigma ...*

JOYCE TYLDESLEY, *Hatchepsut: The Female Pharaoh*, 1996

*enigma *mystery*

From *Hatchepsut* by Joyce Tyldesley published by Penguin Books. Copyright © Joyce Tyldesley, 1996. Reprinted by Permission of Penguin Books Limited.

Answer part (b) of the question on pages 13–16 of the Writing Booklet.

- (b) To what extent did Hatshepsut influence her time? Support your response using evidence from relevant sources. **15**

Question 14 — Option B: Egypt – Akhenaten (25 marks)

Answer part (a) of the question on pages 10–12 of the Writing Booklet.

- (a) What are the problems with evidence for historians studying Akhenaten? Support your response using evidence from the following source and other relevant sources. **10**

One often hears that with ancient history the main problem is the lack of sources ... In the case of Amarna, however, we have a wealth of material ... There are, on the other hand, many basic matters about which we know little or nothing ... In the absence of data from much of Egypt [beyond Amarna], definite conclusions regarding the king, his policies, and their success or failure cannot be reached with any confidence.

RONALD T RIDLEY, *Akhenaten: A Historian's View*, 2019

Courtesy of Prof. Ronald T. Ridley

Answer part (b) of the question on pages 13–16 of the Writing Booklet.

- (b) To what extent did Akhenaten influence his time? Support your response using evidence from relevant sources. **15**

Question 15 — Option C: The Near East – Sennacherib (25 marks)

Answer part (a) of the question on pages 10–12 of the Writing Booklet.

- (a) What are the problems with evidence for historians studying Sennacherib? Support your response using evidence from the following source and other relevant sources. **10**

The fact that Sennacherib's own inscriptions were recorded soon after the time of the military campaigns they describe does not change their propagandistic nature. It seems that whenever the Assyrian army suffered setbacks they were censored or interpreted in some propagandistic and therefore historically unreliable manner.

ANTTI LAATO, 'Assyrian Propaganda and the Falsification of History in the Royal Inscriptions of Sennacherib', *Vetus Testamentum*, 1995

Republished with permission of Brill.
Permission conveyed through Copyright Clearance Center, Inc.

Answer part (b) of the question on pages 13–16 of the Writing Booklet.

- (b) To what extent did Sennacherib influence his time? Support your response using evidence from relevant sources. **15**

Question 16 — Option D: The Near East – Xerxes (25 marks)

Answer part (a) of the question on pages 10–12 of the Writing Booklet.

- (a) What are the problems with evidence for historians studying Xerxes? Support your response using evidence from the following source and other relevant sources. **10**

By contrast with the Greek texts, the surviving Persian sources make no mention of the invasion of Greece; the event which, for the Greeks, came to be seen as a defining moment in their own history and which captured the imagination of writers for centuries to come seems to have made little – if any – impact on the official Persian version of history and on the presentation within this of the figure of Xerxes himself.

EMMA BRIDGES, *Imagining Xerxes: Ancient Perspectives on a Persian King*, 2014

© Emma King, 2015, *Imagining Xerxes: Ancient Perspectives on a Persian King*, Vol. 1
Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc.

Answer part (b) of the question on pages 13–16 of the Writing Booklet.

- (b) To what extent did Xerxes influence his time? Support your response using evidence from relevant sources. **15**

Question 17 — Option E: China – Qin Shihuangdi (25 marks)

Answer part (a) of the question on pages 10–12 of the Writing Booklet.

- (a) What are the problems with evidence for historians studying Qin Shihuangdi? Support your response using evidence from the following source and other relevant sources. **10**

We see the First Emperor of Qin through several different lenses. First, there is the self-projected image of the Qin ruler, an image now being reconstructed through the things he left behind ... Second, there is the lens polished by Sima Qian, the Grand Historiographer who lived a century after the First Emperor. For him, the First Emperor ... was the unpopular Qin opportunist from a few generations ago whose brief dynasty was justifiably overthrown by the worthy Han, Sima Qian's own court. All ... lenses ... tell us what we want to remember and not necessarily what the Qin story actually was.

From the preface by K E BRASHIER to
Sima Qian – The First Emperor: Selections from the Historical Records
translated by Raymond Dawson, 2007

Reproduced with permission of the Oxford Publishing Limited through PLSclear

Answer part (b) of the question on pages 13–16 of the Writing Booklet.

- (b) To what extent did Qin Shihuangdi influence his time? Support your response using evidence from relevant sources. **15**

Question 18 — Option F: Greece – Pericles (25 marks)

Answer part (a) of the question on pages 10–12 of the Writing Booklet.

- (a) What are the problems with evidence for historians studying Pericles? Support your response using evidence from the following source and other relevant sources. **10**

[E]pigraphical and archaeological sources throw very little light upon [Pericles'] actions. No decree proposed by Pericles has come down to us, and he is mentioned by name in only two inscriptions ...*

The archaeological evidence leaves the historian equally at a loss. The bust of Pericles that adorns the covers of so many books is merely a marble copy dating from the Roman period ... we should remember that it was an idealised image, designed to represent a function – that of strategos – rather than the individual himself, as a snapshot might do.

VINCENT AZOULAY, *Pericles of Athens*, 2014
With kind permission from Princeton University Press

*epigraphical relating to inscriptions

Answer part (b) of the question on pages 13–16 of the Writing Booklet.

- (b) To what extent did Pericles influence his time? Support your response using evidence from relevant sources. **15**

Question 19 — Option G: Greece – Alexander the Great (25 marks)

Answer part (a) of the question on pages 10–12 of the Writing Booklet.

- (a) What are the problems with evidence for historians studying Alexander the Great? Support your response using evidence from the following source and other relevant sources. **10**

A true biography of ... Alexander is impossible, for there is so much about [him], and especially [his] thoughts, emotions and ideas, that cannot be known. ... virtually nothing survives in [his] own words, and none at all hinting at private thoughts, at least that we can be sure is genuine ... Traditionally, historians have relied heavily on ... Greek [authors] writing under the Roman empire ... [who] lived in a very different world, and it is hard to tell when they interpreted the past by the standards of their own day.

ADRIAN GOLDSWORTHY,
Philip and Alexander: Kings and Conquerors, 2020
Published by Head Zeus Ltd, 2020

Answer part (b) of the question on pages 13–16 of the Writing Booklet.

- (b) To what extent did Alexander the Great influence his time? Support your response using evidence from relevant sources. **15**

Question 20 — Option H: Rome – Tiberius Gracchus (25 marks)

Answer part (a) of the question on pages 10–12 of the Writing Booklet.

- (a) What are the problems with evidence for historians studying Tiberius Gracchus? Support your response using evidence from the following source and other relevant sources. **10**

Understanding the Gracchi is a very difficult problem, since there is no contemporary source material; all surviving sources date from at least several decades after the events. It is very likely that works by Gaius Gracchus were the source for much of the surviving works on Tiberius, so that it is very difficult to attain an unbiased picture of Tiberius's actions ... Since many sources have been lost ... it is impossible to trace the exact relationships between all these events and the interconnections between the sources.

SASKIA T ROSELAAR, *The Gracchi Brothers*, 2015
Reproduced with permission of the Licensor through PLSclear

Answer part (b) of the question on pages 13–16 of the Writing Booklet.

- (b) To what extent did Tiberius Gracchus influence his time? Support your response using evidence from relevant sources. **15**

Question 21 — Option I: Rome – Julius Caesar (25 marks)

Answer part (a) of the question on pages 10–12 of the Writing Booklet.

- (a) What are the problems with evidence for historians studying Julius Caesar? Support your response using evidence from the following source and other relevant sources. **10**

We should consider ourselves fortunate that this man [Caesar] left his own account of his political and military actions during the decisive decade of his public life (58–48 BC) ... But such an account cannot be complete because the tradition has been subject to manipulation from the very beginning. It was Caesar himself, with his Commentaries, who initiated the manipulation.

LUCIANO CANFORA, *Julius Caesar: The Life and Times of the People's Dictator*, 2007

Answer part (b) of the question on pages 13–16 of the Writing Booklet.

- (b) To what extent did Julius Caesar influence his time? Support your response using evidence from relevant sources. **15**

Question 22 — Option J: Rome – Agrippina the Younger (25 marks)

Answer part (a) of the question on pages 10–12 of the Writing Booklet.

- (a) What are the problems with evidence for historians studying Agrippina the Younger? Support your response using evidence from the following source and other relevant sources. **10**

As a woman, Agrippina exists only when her actions impact the lives or actions of men in the political or military sphere because in the ancient world, as a woman, she exists only through her relationship to men ... there are big chunks of her life ... where we have no idea what she was doing because she wasn't impacting politics or men's public lives.

EMMA SOUTHON, *Agrippina*, 2018
With kind permission of The Viney Agency

Answer part (b) of the question on pages 13–16 of the Writing Booklet.

- (b) To what extent did Agrippina the Younger influence her time? Support your response using evidence from relevant sources. **15**

Section IV — Historical Periods

25 marks

Attempt ONE question from Questions 23–32

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.

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 23 — Option A: New Kingdom Egypt to the Death of Thutmose IV (25 marks)

- (a) To what extent did the Hyksos influence the development of Egypt in this period? **25**

OR

- (b) How successful were the reigns of Amenhotep II and Thutmose IV? **25**

Question 24 — Option B: New Kingdom Egypt – Amenhotep III to the Death of Ramesses II (25 marks)

- (a) To what extent did post-Amarna pharaohs overturn the Amarna ‘revolution’? **25**

OR

- (b) What does Egypt’s relationship with vassal rulers reveal about foreign relations in this period? **25**

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

- (a) To what extent did relations between Israel and Judah change between 931 and 722 BC? **25**

OR

- (b) How significant were the relations of Israel and Judah with the Babylonian Empire in this period? **25**

Question 26 — Option D: Persia – Cyrus II to the Death of Darius III
(25 marks)

- (a) How significant were building programs in maintaining the power and authority of Persian kings in this period? **25**

OR

- (b) What does the treatment of subject peoples reveal about the nature of the Persian empire in this period? **25**

Question 27 — Option E: Imperial China – The Qin and Han 247–87 BC
(25 marks)

- (a) How did the establishment of Qin power change China in this period? **25**

OR

- (b) To what extent did Gaozo contribute to the development of the Han Empire? **25**

Question 28 — Option F: The Greek World 500–440 BC (25 marks)

- (a) To what extent did Themistocles contribute to Greek victory in the Persian Wars? **25**

OR

- (b) Why did relations between Athens and Sparta change in this period? **25**

Question 29 — Option G: 4th-Century Greece to the Death of Philip II
(25 marks)

- (a) How significant was Persian intervention to developments in Greece in this period? **25**

OR

- (b) Why did Theban hegemony in this period end? **25**

Question 30 — Option H: The Fall of the Roman Republic 78–31 BC
(25 marks)

- (a) To what extent was Pompey the most significant individual in the political developments of the late Republic? **25**

OR

- (b) How did foreign wars and expansion contribute to the fall of the Roman Republic? **25**

Question 31 — Option I: The Augustan Age 44 BC – AD 14 (25 marks)

- (a) To what extent were Augustan reforms successful? **25**

OR

- (b) How significant was propaganda in contributing to Augustus' authority? **25**

Question 32 — Option J: The Julio-Claudians AD 14–69 (25 marks)

- (a) To what extent was Tiberius' reign significant for the development of the principate? **25**

OR

- (b) How important was the imperial family in maintaining the power of the Julio-Claudian rulers? **25**

End of paper

BLANK PAGE



NSW Education Standards Authority

2021 HIGHER SCHOOL CERTIFICATE EXAMINATION

Ancient History

Source Booklet

Sources A – E	Source A (page 2)
	Source B (page 2)
	Source C (page 3)
	Source D (page 3)
	Source E (page 4)

Source A

Household shrine from the House of the Vettii, Pompeii



Author of the photograph: Patricio Lorente. Licenced under CC BY-SA 2.5

Source B

Number of visitors to Pompeii and Herculaneum 2012–2017

<i>Year</i>	<i>Pompeii</i>	<i>Herculaneum</i>
2012	2 336 188	310 072
2013	2 443 325	356 562
2014	2 668 178	382 805
2015	2 978 884	410 069
2016	3 209 089	437 107
2017	3 418 733	487 540

Reproduced by permission of the Ministry of Culture –
parzo archaeologico do pompeii, noche.

Source C

‘Can a Restored Pompeii be Saved from ‘Clambering’ Tourists?’, by P McClanahan, *The New York Times*, 2019

‘The Great Pompeii Project’ ... has allowed more than 130 000 square feet of the ancient city to be restored and opened (or reopened) to visitors ... Sidewalks have been built along some of the major routes, opening up parts of the ancient city to people in wheelchairs or pushing strollers ...

[T]he Archaeological Park of Pompeii ... can now keep all of the revenues from ticket sales ...

One problem, [Antonio] Irlando [director of a cultural heritage group] claims, is that there are not enough guards to watch out for misbehaviour among tourists. “Not everyone remembers that the excavations are an archaeological monument and not an amusement park,” Mr Irlando said ...

And the behaviour of visitors to the ancient city has long been troublesome. A small exhibition [at the site] ... showcases stolen objects that visitors have sent back to Pompeii, claiming that the tiles, stones or figurines brought them bad luck. The new video cameras have improved surveillance, but the site is so big that plenty of areas remain unwatched.

© 2019 The New York Times Company. Adapted from an article ‘Can a restored Pompeii be saved from “Clambering” Tourist?’ by Paige McClanahanin.

Source D

Fresco depicting gladiators, Pompeii



Reproduced by approval from Director General Beniculturali, Italy

Source E

Inscription from Herculaneum

Lucius Annius Mammianus Rufus, son of Lucius, duumvir,
quinquennial [gave] the theatre, the orchestra, from his own money.

PUBLIUS NUMISIUS, son of Publius, architect

Courtesy of Brian Brennan, Ancient History Seminars