



NSW Education Standards Authority

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Centre Number

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Student Number

2022 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 18–20)

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

Section IV – 25 marks (pages 21–23)

- 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)

Explain the nature of foreign influence in Pompeii. Support your response using Source A.

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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)

- (a) Outline the role of ONE god or goddess worshipped by Egyptians in this period. **2**
- (b) What was the significance of tombs for New Kingdom Egyptian society? **4**
- (c) What do writing and literature reveal about cultural and everyday life in Egypt in this period? **7**
- (d) Explain the political organisation of New Kingdom Egypt in this period. Support your response using evidence from Source G and other relevant sources. **12**



Source G: Statue of Amenhotep, son of Hapu, priest and official under Amenhotep III

© Cairo Museum

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

- (a) Outline the role of ONE god or goddess worshipped by Egyptians in this period. **2**
- (b) What was the significance of tombs for New Kingdom Egyptian society? **4**
- (c) What do writing and literature reveal about cultural and everyday life in Egypt in this period? **7**
- (d) Explain the political organisation of New Kingdom Egypt in this period. Support your response using evidence from Source *H* and other relevant sources. **12**



Source *H*: Ushabti of Neferrenpet, vizier during the Ramesside period

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

- (a) Outline the role of ONE Israelite prophet in this period. **2**
- (b) What was the significance of religious High Places for Israelite society? **4**
- (c) What do writing and literature reveal about cultural and everyday life in Israel in this period? **7**
- (d) Explain the political organisation of Israel in this period. Support your response using evidence from Source *I* and other relevant sources. **12**

And Solomon ruled over all the kingdoms from the River Euphrates to the land of the Philistines, as far as the border of Egypt. These countries brought tribute and were Solomon's subjects all his life...

The district governors, each in his month, supplied provisions for King Solomon and all who came to the king's table. They saw to it that nothing was lacking.

Source *I*: I Kings 4:21, 27

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

- (a) Outline the role of ONE Persian palace complex from this period. **2**
- (b) What was the significance of royal funerary practices for Persian society? **4**
- (c) What do writing and inscriptions reveal about cultural and everyday life in Persia in this period? **7**
- (d) Explain the political organisation of Persia in this period. Support your response using evidence from Source *J* and other relevant sources. **12**

[*Darius*] next step was to organise the Persian empire into twenty provinces, or satrapies as the Persians themselves term them. Then, once he had established the provinces and appointed governors to them, he fixed the tribute which was to be paid by all the various peoples of the empire...

Source *J*: Herodotus, *The Histories* 3.89

From *The Histories* by Herodotus published by Penguin Classics.
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Question 9 — Option E: Society in China during the Han Dynasty
206 BC – AD 220 (25 marks)

- (a) Outline the role of ONE significant site from Han Dynasty China. **2**
- (b) What was the significance of funerary customs for Chinese society? **4**
- (c) What does art reveal about cultural and everyday life in China in this period? **7**
- (d) Explain the political organisation of China in this period. Support your response using evidence from Source *K* and other relevant sources. **12**

As one serves one's father, one serves one's mother, drawing on the same love. As one serves one's father, one serves one's prince, drawing on the same reverence... Therefore, if one serves one's prince with the filiality one shows to one's father, it becomes the virtue of filiality [loyalty]. If one serves one's superior with brotherly submission, it becomes the virtue of obedience. Never failing in filiality and obedience, this is how one serves superiors. Thus one may preserve one's rank and office and continue one's family sacrifices. This is the filiality of the scholar-official.

Source *K*: Extract from *The Classic of Filiality (Xiaojing)*

From *Sources of Chinese Tradition*, by Wm. Theodore de Bary and Irene Bloom © 1999.
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Question 10 — Option F: Bronze Age – Minoan Crete (25 marks)

- (a) Outline the role of ONE palace complex from Minoan Crete. **2**
- (b) What was the significance of religious symbols for Minoan society? **4**
- (c) What do architecture and building reveal about cultural and everyday life in Minoan Crete in this period? **7**
- (d) Explain the political organisation of Minoan Crete in this period. Support your response using evidence from Source *L* and other relevant sources. **12**

According to history, Minos was an excellent law-giver, and also the first to gain the mastery of the sea; and he divided the island into three parts... the poet [*Homer*] says, “there Minos reigned as king, who [spoke] with great Zeus every nine years”.

Source *L*: Strabo, *Geography* 10.4.8

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

- (a) Outline the role of ONE god or goddess worshipped by the Spartans in this period. **2**
- (b) What was the significance of festivals for Spartan society? **4**
- (c) What do art and architecture reveal about cultural and everyday life in Sparta in this period? **7**
- (d) Explain the political organisation of Sparta in this period. Support your response using evidence from Source *M* and other relevant sources. **12**

Some, indeed, say that the best constitution is a combination of all existing forms, and they praise the Lacedaemonian [Spartan] because it is made up of oligarchy, monarchy, and democracy... but the Ephors are chosen from the whole people, and so the office is apt to fall into the hands of very poor men, who, being badly off, are open to bribes.

Source *M*: Aristotle, *On the Spartan Constitution* 2.6–9

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

- (a) Outline the role of ONE god or goddess worshipped by the Athenians in this period. **2**
- (b) What was the significance of festivals for Athenian society? **4**
- (c) What does art reveal about cultural and everyday life in Athens in this period? **7**
- (d) Explain the political organisation of Athens in this period. Support your response using evidence from Source *N* and other relevant sources. **12**

As to the Athenian form of government, I do not approve of the fact that they adopted this type of government because in adopting it they chose to favour the rabble instead of the better people... [however,] I say that the poor and the people rightly have the better of the nobles and the rich there because the people are the ones who row the ships and who bring the city its power far more than the hoplites, the nobles, and the better people. Since this is the case, it seems to be just for everybody to share in the offices, both by lot and by election, and for anyone who wishes to be able to speak [in the Assembly].

Source *N*: Pseudo-Xenophon (the 'Old Oligarch'),
Constitution of the Athenians 1.1–2

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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)

- (a) What do ancient and modern sources reveal about Hatshepsut’s foreign policy? **10**
- (b) Assess the significance of Hatshepsut’s legacy. Support your response using evidence from relevant sources. **15**

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

- (a) What do ancient and modern sources reveal about Akhenaten’s foreign policy? **10**
- (b) Assess the significance of Akhenaten’s legacy. Support your response using evidence from relevant sources. **15**

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

- (a) What do ancient and modern sources reveal about Sennacherib’s foreign policy? **10**
- (b) Assess the significance of Sennacherib’s legacy. Support your response using evidence from relevant sources. **15**

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

- (a) What do ancient and modern sources reveal about Xerxes' religious policy? **10**
- (b) Assess the significance of Xerxes' legacy. Support your response using evidence from relevant sources. **15**

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

- (a) What do ancient and modern sources reveal about Qin Shihuangdi's administration of the empire? **10**
- (b) Assess the significance of Qin Shihuangdi's legacy. Support your response using evidence from relevant sources. **15**

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

- (a) What do ancient and modern sources reveal about Pericles' promotion of Athenian imperialism? **10**
- (b) Assess the significance of Pericles' legacy. Support your response using evidence from relevant sources. **15**

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

- (a) What do ancient and modern sources reveal about Alexander's administration of the empire? **10**
- (b) Assess the significance of Alexander's legacy. Support your response using evidence from relevant sources. **15**

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

- (a) What do ancient and modern sources reveal about Tiberius Gracchus' reforms? **10**
- (b) Assess the significance of Tiberius Gracchus' legacy. Support your response using evidence from relevant sources. **15**

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

- (a) What do ancient and modern sources reveal about Julius Caesar's policies and reforms? **10**
- (b) Assess the significance of Julius Caesar's legacy. Support your response using evidence from relevant sources. **15**

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

- (a) What do ancient and modern sources reveal about Agrippina the Younger's role under the Julio-Claudian emperors? **10**
- (b) Assess the significance of Agrippina the Younger's legacy. 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) Explain how pharaohs used their building programs for both political and religious purposes in this period. **25**

OR

- (b) How effectively did Egypt administer its ‘empire’ during this period? **25**

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

- (a) Explain how pharaohs used their building programs for both political and religious purposes in this period. **25**

OR

- (b) To what extent did the Nineteenth Dynasty restore the Egyptian ‘empire’? **25**

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

- (a) Discuss the contributions of both Solomon and Rehoboam to developments during the First Temple Period. **25**

OR

- (b) How was the development of Israel and Judah shaped by Assyria and Babylon in this period? **25**

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

- (a) Discuss the contributions of both Cyrus II and Darius I to the internal developments of Persia. **25**

OR

- (b) To what extent was the Persian army the key factor in the maintenance of the empire? **25**

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

- (a) Assess the significance of Confucianism in the government of China in this period. **25**

OR

- (b) How effectively did the Han administer their empire during this period? **25**

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

- (a) To what extent was Salamis the turning point of the Persian invasion of Greece? **25**

OR

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

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

- (a) Explain the reasons for the collapse of Spartan hegemony over Greece in this period. **25**

OR

- (b) Account for the rise of Macedon in this period. **25**

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

- (a) To what extent was the Senate responsible for the political crises of this period? **25**

OR

- (b) To what extent did the assassination of Caesar mark the end of the Republic? **25**

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

- (a) To what extent were the settlements of 27 BC and 23 BC key to Augustus' power and authority? **25**

OR

- (b) How important was Augustus' relationship with the army? **25**

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

- (a) Assess the impact of Claudius' reforms on the development of the principate. **25**

OR

- (b) How important was the relationship between the *princeps* and the army under the Julio-Claudians? **25**

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Ancient History

Source Booklet

**Sources
A – F**

Source A (page 2)

Source B (page 2)

Source C (page 3)

Source D (page 3)

Source E (page 4)

Source F (page 4)

Source A

Mosaic from Pompeii depicting Alexander the Great



Courtesy of the Ministry of Culture -
National Archaeological Museum of Naples

Source B

Fountain in a private house in Herculaneum



Photo by Ludo Kuipers, 1994
<https://ozoutback.com.au/Italy/pompeii/slides/1994102509.html>

Source C

Inscription from Pompeii

Mamia, daughter of Publius, public priestess, [*built this*] to the genius [*of the colony /of Augustus*] on her own land and at her own expense.

Pompeii: A Sourcebook by A.E. Cooley & M.G.L. Cooley.
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Source D

Fresco from Pompeii depicting a woman playing a musical instrument



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Source E

Extract from “Excavation is always a kind of destruction” by Angela Giuffrida, Director, Pompeii, *The Guardian* newspaper 2021

[In 2021 the German archaeologist, Gabriel Zuchtriegel, was] appointed director of one the world’s most treasured archaeological sites: Pompeii ... [Prior to his appointment] Zuchtriegel was involved in the Great Pompeii Project, an Italian government and European Union-funded initiative that began in 2012 to save the site after years of neglect ... One of Zuchtriegel’s tasks [as director] will be to prepare the 54-acre Regio V for opening to the public. Further excavations, however, will not be a priority. “We will not be doing new excavations just for the sake of doing them”, he said. “For one, what is excavated must also be conserved and protected.”

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Source F

Extract from a research paper from the Pompeii Sustainable Preservation Project (PSPP), founded in 2014

The Pompeii Sustainable Preservation Project (PSPP) is an international project entirely based on fundraising and direct financing by private investors, which, operating within the extraordinary context of the necropolis of Porta Nocera in Pompeii, aims to research and experiment with methodologies, techniques and materials for the conservation and restoration of ancient monuments, combining research, heritage conservation and education.

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