VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education
2018

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER | | | | | | | | | Letter | |

HISTORY: ANCIENT HISTORY

Written examination

Friday 9 November 2018

Reading time: 3.00 pm to 3.15 pm (15 minutes)
Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	*Number of questions*	*Number of questions to be answered*	*Number of marks*
A – Egypt – Part 1	1	1	20
– Part 2	2	1	20
B – Greece – Part 1	1	1	20
– Part 2	2	1	20
C – Rome – Part 1	1	1	20
– Part 2	2	1	20

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied
- Question and answer book of 28 pages, including **assessment criteria for Part 2** on page 28
- Detachable insert for Part 1 of all sections in the centrefold
- Additional space is available at the end of the book if you need extra paper to complete an answer.

Instructions
- Detach the insert from the centre of this book during reading time.
- Write your **student number** in the space provided above on this page.
- Students should select **two** sections and answer **all** questions in Part 1 and **one** question in Part 2 of both sections.
- All written responses must be in English.

At the end of the examination
- You may keep the detached insert.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

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SECTION A – Egypt

Part 1 – Living in an ancient society

Instructions for Section A – Part 1

Please remove the insert from the centre of this book during reading time.
Refer to pages 1 and 2 of the insert when responding to Section A – Part 1.
Answer **all** questions in the spaces provided.

Question 1 (20 marks)

a. Outline the actions of Ramesses II according to Source 1. 4 marks

b. Explain how kings are presented in New Kingdom Egypt. In your response, use your own knowledge and Source 2. 6 marks

c. Evaluate the extent to which the Battle of Kadesh contributed to changes in Egypt during the Nineteenth and Twentieth Dynasties. Use evidence to support your response. 10 marks

End of Part 1 – SECTION A – continued
TURN OVER

Part 2 – People in power, societies in crisis

Instructions for Section A – Part 2

Write an essay on **one** of the following questions in the space provided.

Your response will be assessed according to the assessment criteria set out on page 28.

Question 2 (20 marks)

Discuss how changes in the building program at Karnak and Akhetaten are representative of tensions in the Amarna Period.

OR

Question 3 (20 marks)

'Queen Nefertiti played a significant role in both the religious and the political developments of the Eighteenth Dynasty.'

Discuss.

Question no.

END OF SECTION A
TURN OVER

SECTION B – Greece

Part 1 – Living in an ancient society

Instructions for Section B – Part 1

Please remove the insert from the centre of this book during reading time.
Refer to page 3 of the insert when responding to Section B – Part 1.
Answer **all** questions in the spaces provided.

Question 1 (20 marks)

a. Outline the political reforms introduced by Cleisthenes in 509 BCE according to Source 1. 4 marks

b. Explain how the Athenian citizens exercised their political power in the first half of the fifth century BCE. In your response, use your own knowledge and Sources 1 and 2. 6 marks

c. Evaluate the extent to which the Athenian government created by Cleisthenes's reforms was similar to the Spartan government. Use evidence to support your response. 10 marks

End of Part 1 – SECTION B – continued
TURN OVER

Part 2 – People in power, societies in crisis

Instructions for Section B – Part 2

Write an essay on **one** of the following questions in the space provided.

Your response will be assessed according to the assessment criteria set out on page 28.

Question 2 (20 marks)

'The Peace of Nicias (421 BCE) was doomed to fail.'

Discuss.

OR

Question 3 (20 marks)

Discuss the role of Pericles in the conflict between the Athenian Empire and the Peloponnesian League.

Question no.

END OF SECTION B
TURN OVER

SECTION C – Rome

Part 1 – Living in an ancient society

Instructions for Section C – Part 1

Please remove the insert from the centre of this book during reading time.
Refer to page 4 of the insert when responding to Section C – Part 1.
Answer **all** questions in the spaces provided.

Question 1 (20 marks)

a. Outline how the Romans developed their navy in the First Punic War according to Source 1. 4 marks

b. Explain the significance of the decisive battle of the Second Punic War. In your response, use your own knowledge and Source 2. 6 marks

c. Evaluate the degree to which the Roman Republic changed as a result of the Punic Wars. Use evidence to support your response. 10 marks

End of Part 1 – SECTION C – continued
TURN OVER

Part 2 – People in power, societies in crisis

Instructions for Section C – Part 2

Write an essay on **one** of the following questions in the space provided.

Your response will be assessed according to the assessment criteria set out on page 28.

Question 2 (20 marks)

Discuss the significance of the Gallic Wars in relation to Julius Caesar becoming a dictator.

OR

Question 3 (20 marks)

Discuss how the Triumvirate of Octavian/Augustus, Mark Antony and Lepidus contributed to the fall of the Roman Republic.

Question no.

END OF SECTION C
TURN OVER

Extra space for responses

Clearly number all responses in this space.

An answer book is available from the supervisor if you need extra paper to complete an answer. Please ensure you write your **student number** in the space provided on the front cover of the answer book. **At the end of the examination, place the answer book inside the front cover of this question and answer book.**

Assessment criteria for Part 2

The essay in Part 2 of Sections A, B and C will be assessed against the following criteria:

- construction of a coherent and relevant historical argument that addresses the specific demands of the essay question
- demonstration of historical knowledge that is accurate and appropriate for the essay question
- use of historical thinking concepts
- use of primary sources and historical interpretations as evidence

END OF QUESTION AND ANSWER BOOK

VICTORIA State Government

Insert for Part 1 of Sections A, B and C

Please remove from the centre of this book during reading time.

SECTION A – Egypt

Source 1

When his majesty [Ramesses II] appeared like the rising of Re, he assumed the adornments of his father, Montu. When the king proceeded northward, and his majesty had arrived at the locality south of the town of Shabtuna[1], there came two Shasu[2], to speak to his majesty as follows: "Our brethren, who belong to the greatest of the families with the vanquished chief of Kheta[3], have made us come to his majesty, to say: 'We will be subjects of Pharaoh … and we will flee from the vanquished chief of Kheta; for the vanquished chief of Kheta sits in the land of Aleppo[4], on the north of Tunip[5]. He fears because of Pharaoh … to come southward.'" …

… the vanquished chief of Kheta came with every chief of every country, their infantry and their chariotry, which he had brought with him by force, and stood, equipped, drawn up in line of battle behind Kadesh the Deceitful, while his majesty knew it not …

…

… while his majesty sat talking with the princes, the vanquished chief of Kheta came, and the numerous countries, which were with him. They crossed over the channel on the south of Kadesh, and charged into the army of his majesty while they were marching, and not expecting it. Then the infantry and chariotry of his majesty retreated before them, northward to the place where his majesty was … [The] foes of the vanquished chief of Kheta surrounded the bodyguard of his majesty, who were by his side.

When his majesty saw them, he was enraged against them, like his father, Montu, lord of Thebes. He seized the adornments of battle, and arrayed himself in his coat of mail. He was like Baal[6] in his hour. Then he betook himself to his horses, and led quickly on, being alone by himself. He charged into the foes of the vanquished chief of Kheta, and the numerous countries which were with him. His majesty was like Sutekh[7], the great in strength, smiting and slaying among them; his majesty hurled them headlong, one upon another into the water of the Orontes[8].

"I charged all countries, while I was alone, my infantry and my chariotry having forsaken me. Not one among them stood to turn about. I swear, as Re loves me, as my father, Atum, favors me, that, as for every matter which his majesty has stated, I did it in truth, in the presence of my infantry and my chariotry."

Source: JH Breasted, *Ancient Records of Egypt*, vol. 3, Russell & Russell, New York, 1906 (reissued 1962), pp. 143, 144, 146 and 147

[1]**Shabtuna** – name of Levantine town

[2]**Shasu** – Semitic-speaking cattle nomads in the Levant

[3]**Kheta** – region associated with the 'land of Hatti' (land of the Hittites)

[4]**Aleppo** – ancient city in northern Mesopotamia (modern Syria)

[5]**Tunip** – ancient city-state in western Syria

[6]**Baal** – the supreme god worshipped in ancient Canaan and Phoenicia (the Levant)

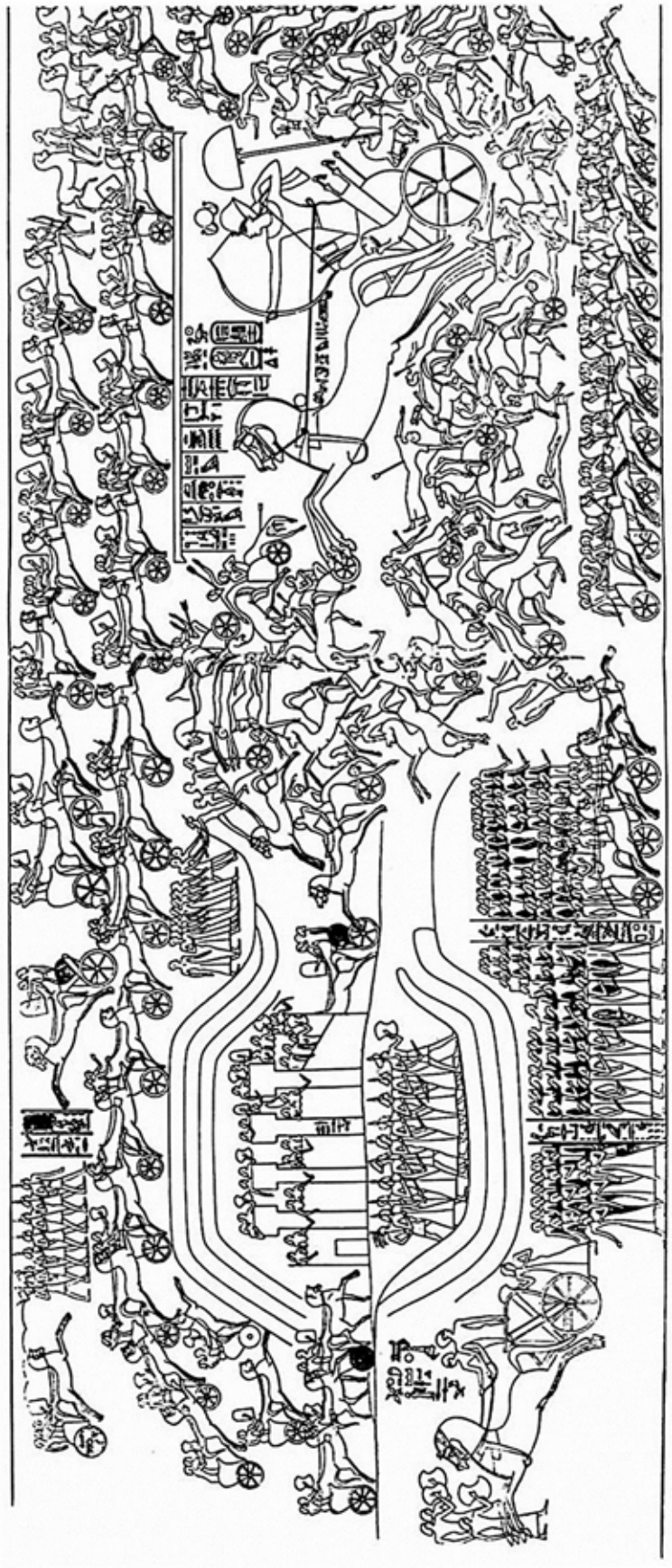
[7]**Sutekh** – (also Set or Seth) ancient Egyptian god of the desert, storms, disorder, violence and foreigners, and son of Geb, brother to Horus and husband to their sister, Nephthys

[8]**Orontes** – (or Asi) northward-flowing river that begins in Lebanon and flows through Syria and Turkey before entering the Mediterranean Sea; main river of the Levant

Source 2

Scene of the Battle of Kadesh; from Luxor Temple, east pylon

Note: Rotate the page clockwise to view the image the correct way.



Source: KA Kitchen, *Pharaoh Triumphant: The Life and Times of Ramesses II, King of Egypt*, Aris & Phillips Ltd, Warminster, England, p. 57, fig. 19

END OF SECTION A

SECTION B – Greece

Source 1

When the tyranny had been overthrown …

Hipparchus son of Charmus ...

Due to copyright restrictions,
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Source: Aristotle, *The Athenian Constitution*, PJ Rhodes (trans.), Penguin Books, London, 1987, pp. 63–65

[1]**eponymous** – named after a person, in this instance a hero

Source 2

Ostracon bearing the name of Themistocles, son of Neocles

Photograph: Marco Prins

Source: 'Ostracon mentioning Themistocles, son of Neocles', c. 471 BCE, Athens, Agora Museum; Livius.org, <www.livius.org>

END OF SECTION B
TURN OVER

SECTION C – Rome

Source 1

When they saw that the war was dragging on, they undertook for the first time to build ships, a hundred quinqueremes and twenty triremes. As their shipwrights were absolutely inexperienced in building quinqueremes, such ships never having been in use in Italy, the matter caused them much difficulty, and this fact shows us better than anything else how spirited and daring the Romans are when they are determined to do a thing … before gaining any experience in the matter they at once engaged the Carthaginians … the Carthaginians put to sea to attack them as they were crossing the straits, and one of their decked ships advanced too far in its eagerness to overtake them and running aground fell into the hands of the Romans. This ship they now used as a model and built their whole fleet on its pattern …

…

As their ships were ill-built and slow in their movements, someone suggested to them as a help in fighting the engines[1] which afterward came to be called "ravens" … Once the ravens were fixed in the planks of the enemy's deck and grappled the ships together, if they were broadside on, they boarded from all directions but if they charged with the prow, they attacked by passing over the gangway of the raven itself two abreast.

Source: Polybius, *The Histories*, Books 1–2, WR Paton (trans.), revised by FW Walbank and C Habicht, Harvard University Press, Cambridge (Massachusetts), 2010, pp. 61, 63, 67 and 69; Loeb Classical Library Volume 128, Cambridge, Mass.; Harvard University Press, © 2010 by the President and Fellows of Harvard College; Loeb Classical Library® is a registered trademark of the President and Fellows of Harvard College.

[1]**engines** – boarding devices

Source 2

[At the Battle of Zama, more] than 20,000 of the Carthaginians …

of peace and was granted them.

Due to copyright restrictions,
this material is not supplied.

Source: Livy, *The War with Hannibal*, Aubrey de Sélincourt (trans.), Betty Radice (ed.), Penguin Books, Harmondsworth (Middlesex), 1970, pp. 663 and 664

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