VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education
2019

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

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

HISTORY: ANCIENT HISTORY

Written examination

Friday 8 November 2019

Reading time: 11.45 am to 12.00 noon (15 minutes)
Writing time: 12.00 noon to 2.00 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 significance of the birth of Hatshepsut according to Source 1. 4 marks

b. Explain how economic features contributed to the expansion of New Kingdom Egypt. In your response, use your own knowledge and Sources 2 and 3. 6 marks

c. Evaluate the extent to which the co-regency of Hatshepsut and Thutmosis III challenged the Egyptian concept of the ruler as a god-king. 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 Egypt's religious practices and beliefs contributed to tensions during the Eighteenth Dynasty.

OR

Question 3 (20 marks)

'Amenhotep III inherited a strong and stable empire but, by the end of his reign, challenges to Egypt's dominance were emerging.'

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 pages 2 and 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 steps involved in establishing a colony according to Source 1. 4 marks

b. Explain the factors that contributed to the establishment of colonies between the eighth and sixth centuries BCE. In your response, use your own knowledge and Sources 2 and 3. 6 marks

c. Evaluate the extent to which colonisation was the most significant feature in the development of Greek society between the eighth and sixth centuries BCE. 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)

'Athens alone was responsible for the outbreak of war in 431 BCE.'

Discuss.

OR

Question 3 (20 marks)

Discuss the extent to which the relationship between Lysander and Cyrus the Younger determined the outcome of the Peloponnesian War.

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 the role of the people in Roman politics according to Source 1. 4 marks

b. Explain how the Assembly referred to in Source 2 exercised its power during the time of the Roman Republic. In your response, use your own knowledge and Source 2. 6 marks

c. Evaluate the extent to which the Assemblies were the most significant political feature of the Roman Republic from 509 BCE to 146 BCE. 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)

'The conflict between Marius and Sulla contributed more to the fall of the Roman Republic than the Civil War of 49–45 BCE did.'

Discuss.

OR

Question 3 (20 marks)

Discuss the significance of the rivalry between Octavian and Mark Antony as a cause of 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

He (Amen[1]) made his appearance like the majesty of [Queen Ahmose's] husband, the king Okheper-kere (Thutmose I[2]). He found her as she slept in the beauty of her palace. She waked at the fragrance of the god, which she smelled in the presence of his Majesty. He went to her immediately. He imposed his desire upon her, he ensured that she should see him in his form of a god. When he came before her, she rejoiced at the sight of his beauty, his love passed into her limbs, which the fragrance of the god flooded; all his odours were from Punt.

Ahmose replies: 'How great is your fame! It is splendid to see your front; you have united my Majesty with your favours …' After this, the majesty of this god did all that he desired …

Amen: 'Khnemet-Amen-Hatshepsut shall be the name of this my daughter, whom I have placed in your body. She shall exercise the excellent kingship in this whole land. My soul is hers, my bounty[3] is hers, my crown is hers, that she may rule the Two Lands.

[Khnum[4] tells Amen:] I will shape for you your daughter (Hatshepsut). Her form shall be more exalted[5] than the gods, in her great dignity of King of Upper and Lower Egypt.

Source: adapted from JH Breasted, *Ancient Records of Egypt*, pp. 80–82, cited in J Lawless (ed.), *Studies in Ancient Egypt: Periods and Personalities*, 2nd edn, Nelson Cengage Learning, South Melbourne, 2000, p. 86

[1]**Amen** – Amen-Ra
[2]**Thutmose I** – Thutmosis I
[3]**bounty** – riches
[4]**Khnum** – Egyptian god
[5]**exalted** – raised in honour and power

Source 2

… Hatshepsut was able to exploit the wealth of Egypt's natural resources as well as those of Nubia … Hatshepsut was pleased with the amount and variety of luxury goods that she could acquire and donate in Amun's[1] honour; so much so that she had a scene carved at Deir el-Bahri to show the quantity of exotic goods brought from Punt …

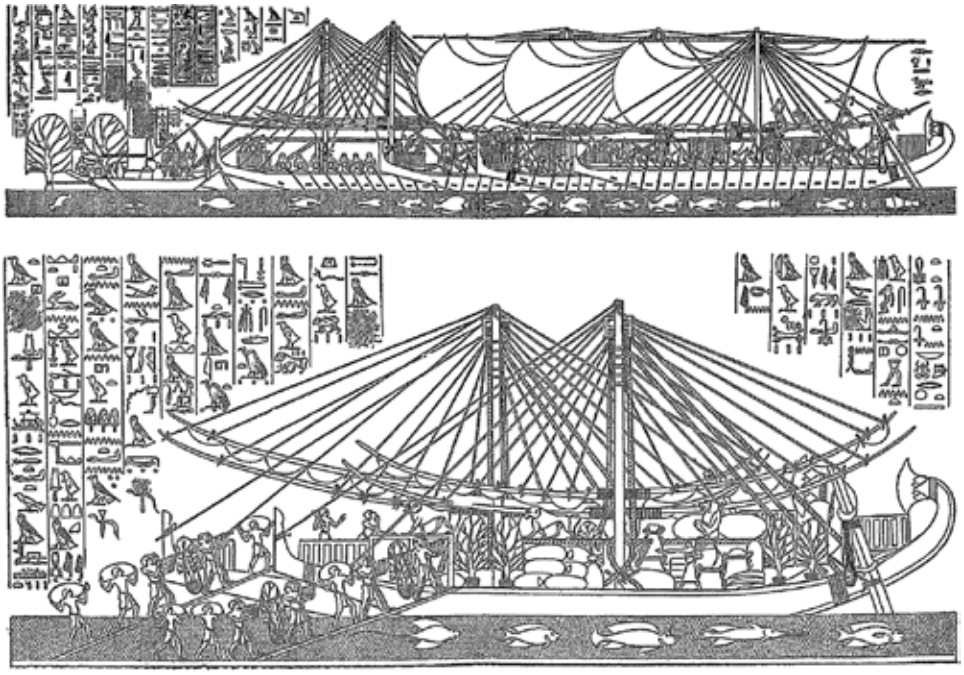
…

… the temple contained scenes and inscriptions that carefully characterize a number of aspects of the life and rule of Hatshepsut … the lower and middle colonnades, showed, for example, a Nubian campaign, the transport of obelisks for Karnak temple, an expedition to Punt to bring back incense trees and African trade products …

Source: BM Bryan, 'The 18th Dynasty before the Amarna Period (c. 1550–1352 BC)', in I Shaw (ed.), *The Oxford History of Ancient Egypt*, Oxford University Press, New York, 2000, pp. 239 and 241

[1]**Amun** – Amen-Ra

Source 3



Scenes from the great series of Punt reliefs in the [Deir el-Bahri] temple at Thebes. Here Queen Hatshepsut depicts her expedition to the land of Punt. The upper row shows the departure of the fleet; in the lower row the vessels are being loaded …

Source: adapted from JH Breasted, *A History of Egypt*, Charles Scribner's Sons, New York, 1912, p. 275, fig. 112

SECTION B – Greece

Source 1

The founder of the colony was an aristocratic leader appointed by the mother city: it was he who organized and commanded the settlers, planned the layout of the settlement, supervised the distribution of land and established its legal, political and religious institutions: 'he drew a wall round the city and built houses, and made temples of the gods and divided the fields', as Homer says in the passage about Phaeacia … (*Odyssey 6.9f*) …

The original settlers came as a group from one or at the most two cities: the cults of the new state naturally reflected their origins, and led to continuing religious ties of an official nature … the oracle of Apollo at Delphi across the Corinthian gulf was naturally consulted by the western colonists, who probably took ship from Corinth: the god asserted his patronage of the new movement with the cult title 'Apollo the Leader' (*Apollo Archēgētes*). Thucydides describes the Greek arrival in Sicily:

> Of the Greeks the first to come were the Chalcidians from Euboea sailing with Thoukles as founder; they established Naxos, and set up the altar of Apollo the Leader which still exists outside the city, and on which the religious delegates from Sicily sacrifice first before they sail (to the Delphic festivals).
>
> (Thucydides 6.3)

…

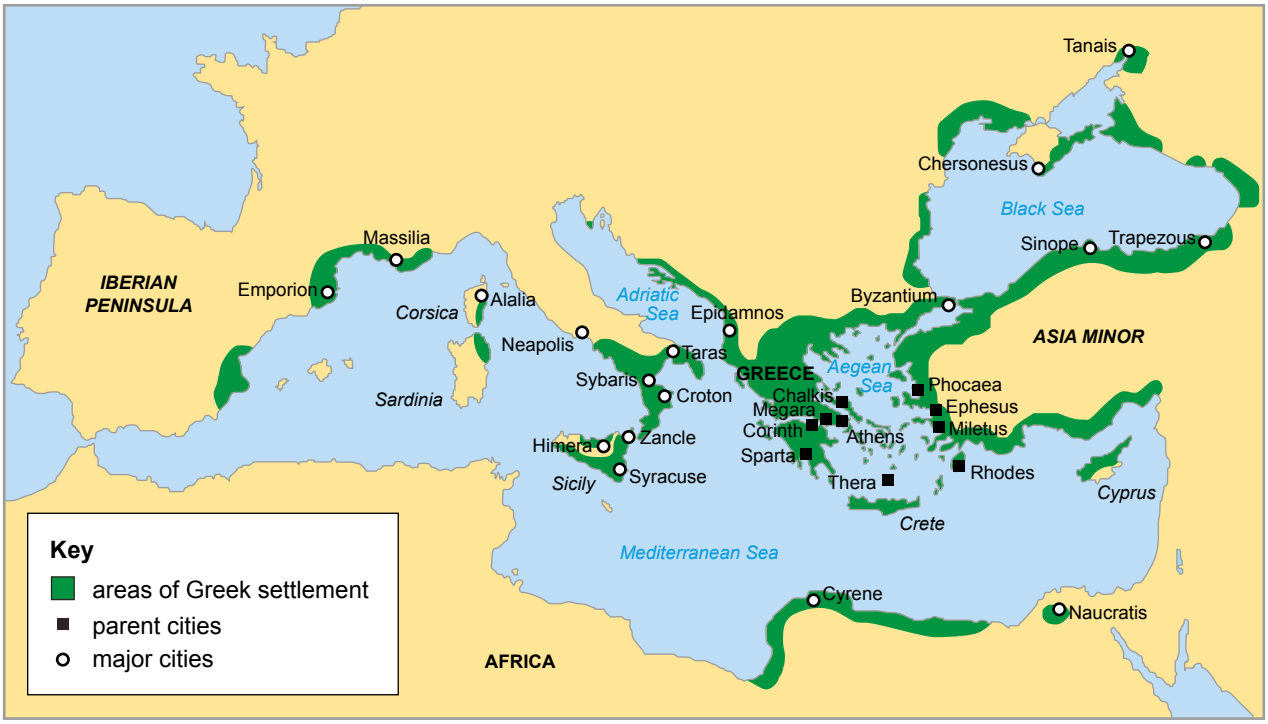
[The colonists] must have begun by fortifying their settlement and dividing the land … The 'original allotment' was the basis of the new colonial society … Regular town plans have been discovered or suspected at five or six of the sites … Outside the city walls lay the immediate territory of the city, which must also have been divided among the first settlers …

Source: O Murray, *Early Greece*, Fontana Paperbacks, Glasgow, 1980, pp. 109–111

SECTION B – continued

Source 2

Map of the Greek world by the end of the sixth century BCE



Source: adapted from Regaliorum (based on a map in *The Times History Atlas of the World*)/ Wikimedia Commons/CC0-1.0

Source 3

Greek migration in the archaic period

Mother city	Colony/Colonies	Region
Chalkis	Cyme Zancle, Himera Chalcidice peninsula	southern Italy Sicily north-west Aegean
Megara	Byzantium Megara Hyblaea	Propontus Sicily
Miletus	Sinope, Trapezous Naucratis	Black Sea Egypt
Sparta	Taras	southern Italy
Corinth	Syracuse	Sicily
Thera	Cyrene	North Africa
Phocaea	Massilia Emporion Alalia	southern France Spain Corsica

Source: adapted from CM Williams, *Chronicles: Investigating the Ancient World*, Book One, McGraw-Hill Book Company, Roseville (NSW), 2001, p. 258

END OF SECTION B
TURN OVER

SECTION C – Rome

Source 1

So when we consider that the Senate exercises authority … and, most important of all, has complete control of expenditure and revenue, and that the consuls hold absolute power in respect of military preparations and operations in the field, we are naturally inclined to ask what place in the constitution is left for the people. The answer is that there is undoubtedly a role for the people to play, and a very important one at that. For it is the people alone who have the right to award both honours and punishments, the only bonds whereby kingdoms, states and human society in general are held together … The people, then, are empowered to try many of the cases in which the offence is punishable by a fine, when the penalty for an offence is a serious one and especially when the accused have held the highest offices of state; and they are the only court which may try on capital charges[1] …

… it is also the people who bestow[2] offices on those who deserve them, and these are the noblest rewards of virtue the state can provide. Besides this, the people have the power to approve or reject laws, and most important of all, they deliberate and decide on questions of peace or war … And so from this point of view one could reasonably argue that the people have the greatest share of power in the government, and that the constitution is a democracy.

Source: Polybius, *The Rise of the Roman Empire*, Ian Scott-Kilvert (trans.), introduction by FW Walbank, Penguin Books, Harmondsworth (Middlesex), 1979, pp. 314 and 315

[1]**capital charges** – charges punishable by death

[2]**bestow** – give

Source 2

… the political reputation of Servius rests upon his organization of society according to a fixed scale of rank and fortune. He originated the census … for by means of [the census] public service, in peace as well as in war, could thenceforward be regularly organized on the basis of property; every man's contribution could be in proportion to his means. The population was divided into classes and 'centuries' according to a scale based on the census …

…

The poor were thus exempted from contributions, and all financial burdens were shifted on to the shoulders of the rich. The latter were then compensated by political privilege: manhood suffrage with equal rights for all, which had [been] obtained ever since the days of Romulus, was abolished, and replaced by a sliding scale. This had the effect of giving every man nominally a vote, while leaving all power actually in the hands of the Knights and the First Class. The procedure, when a vote was required, was to call first upon the Knights, then upon the eighty centuries of the First Class. In the rare case of disagreement, the *Second Class* was then asked to vote; that, in general, proved sufficient, and it was hardly ever necessary to go further – certainly not as far as the lowest orders.

Source: Livy, *The Early History of Rome: Books I–V of The History of Rome from its Foundation*, A de Selincourt (trans.), introduction by RM Ogilvie, Penguin Books, Harmondsworth (Middlesex), 1971, pp. 81 and 82

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