

# VCE History: Ancient History 2016–2020

## Written examination – End of year

### Examination specifications

#### Overall conditions

The examination will be sat at a time and date to be set annually by the Victorian Curriculum and Assessment Authority (VCAA). VCAA examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.

There will be 15 minutes reading time and 2 hours writing time.

The examination will be marked by a panel appointed by the VCAA.

The examination will contribute 50 per cent to the study score.

#### Content

The *VCE History Study Design 2016–2020* ('Units 3 and 4: Ancient History') is the document for the development of the examination. The study design includes a section on 'Characteristics of the study' (pages 10 and 11). All outcomes in 'Units 3 and 4: Ancient History' will be examined.

All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable.

#### Format

The examination will be in the form of a question and answer book.

The examination will consist of three sections, one section for each of the three civilisations designated in the study design:

- Section A – Egypt
- Section B – Greece
- Section C – Rome

Students must respond to the two sections of the examination that correspond to the two civilisations studied.

Each section will be worth a total of 40 marks and will consist of two parts.

**Part 1** will consist of one question with sub-parts. The question will be derived from Area of study 1 – Living in an ancient society. The number of sub-parts may vary from year to year. One sub-part will be an extended-answer question worth 10 marks. Students must respond to all parts of the question.

The question will involve analysis of one to three visual and/or written sources for each civilisation. The sources may be presented in colour. All sources for Part 1 of all sections of the examination will appear in one detachable insert. Part 1 of each section will be worth 20 marks.

**Part 2** will consist of two essay questions derived from Area of study 2 – People in power, societies in crisis. Students must attempt **one** of these essay questions. Part 2 of each section will be worth 20 marks.

The total marks for the examination will be 80.

## Criteria

The essay in Part 2 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

## Approved materials and equipment

Pens, pencils, highlighters, erasers, sharpeners and rulers

## Relevant references

The following publications should be referred to in relation to the VCE History: Ancient History examination:

- *VCE History Study Design 2016–2020* ('Units 3 and 4: Ancient History')
- *VCE History: Ancient History – Advice for teachers 2016–2020* (includes assessment advice)
- *VCAA Bulletin*

## Advice

During the 2016–2020 accreditation period for VCE History: Ancient History, examinations will be prepared according to the examination specifications above. Each examination will conform to these specifications and will test a representative sample of the key knowledge and skills from all outcomes in Units 3 and 4.

Teachers and students should be aware of the characteristics of the study, including historical thinking and historical interpretations in VCE History, as described on pages 10 and 11 of the study design. In VCE History, evidence may be drawn from primary and/or secondary sources, and include factual detail related to the key knowledge stated in the study design, historical perspectives and historical interpretations.

Further information about using sources as evidence is provided in the 'Historical thinking' section of the *VCE History: Ancient History – Advice for teachers 2016–2020* on pages 2–6.

The following sample examination provides an indication of the types of questions teachers and students can expect until the current accreditation period is over. It demonstrates a range of source configurations that could appear on the examination.

Students should use command/task words, other instructional information within questions and corresponding mark allocations to guide their responses.

The VCAA does not publish answers to sample examinations.

STUDENT NUMBER         Letter

## HISTORY: ANCIENT HISTORY

### Written examination

Day Date

Reading time: \*.\*.\* to \*.\*.\* (15 minutes)

Writing time: \*.\*.\* to \*.\*.\* (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.

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

### 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 page 1 of the insert when responding to Section A – Part 1.  
Answer **all** questions in the spaces provided.

**Question 1** (20 marks)

- a. Describe the depiction of Anubis and Hathor in the tomb decoration (Source 1). Outline what differentiates them from the figures they are each facing. 5 marks

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- b. Explain **two** symbols depicted in the tomb decoration (Source 1) that relate to Egyptian values and beliefs.

5 marks

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**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 criteria set out on page 28.

**Question 2** (20 marks)

‘Akhenaten’s reforms were political in intent, but caused religious upheaval.’

Discuss.

**OR**

**Question 3** (20 marks)

Discuss the historical role of Nefertiti during the Amarna Period.



**Question no.**

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**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. Identify and compare the attitudes to women presented by Thucydides (Source 1) and Aristophanes (Source 2).

5 marks

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**b.** What does Source 3 suggest about the role of women in Greek society?

5 marks

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**c.** Discuss the traditional view that Greek women lived a life of seclusion. Use evidence to support your response.

10 marks

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**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 criteria set out on page 28.

**Question 2** (20 marks)

‘The Peloponnesian War (431–404 BCE) was caused by Spartan fear of Athenian power.’

Discuss.

**OR**

**Question 3** (20 marks)

‘Sparta claimed that it sought to free the Greek world.’

To what extent did this claim reflect Spartan policy during the Peloponnesian War (431–404 BCE)?



Question no.

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**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. Explain **two** ways in which the Romans responded to the defeat of their armies at the Battle of Cannae according to Livy and Polybius (Sources 1 and 2). 5 marks

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- b.** Explain the political consequences of the Battle of Cannae for Rome. In your response, use your own knowledge and Sources 1 and 2.

5 marks

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- c. Evaluate the significance of the Second Punic War to Roman society. Use evidence to support your response. 10 marks

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**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 criteria set out on page 28.

**Question 2** (20 marks)

‘The pursuit of military glory and power was the most destructive force in the Roman Republic between 133 and 23 BCE.’

Discuss.

**OR**

**Question 3** (20 marks)

Evaluate the extent to which Julius Caesar’s alliance with Pompey and Crassus caused change in the Roman Republic.













### **Assessment criteria**

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**



**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**

Wall decoration from the tomb of Thutmosis IV



Photograph: S. Vanni/De Agostini/Getty Images

**END OF SECTION A  
TURN OVER**

## SECTION B – Greece

### Source 1

On the other hand if I must say anything on the subject of female excellence to those of you who will now be in widowhood, it will be all comprised in this brief exhortation. Great will be your glory in not falling short of your natural character; and greatest will be hers who is least talked of among the men whether for good or for bad.

Source: Thucydides, *The Peloponnesian War*, JM Dent, London, EP Dutton, New York, 1910;  
[www.perseus.tufts.edu/hopper/](http://www.perseus.tufts.edu/hopper/)

### Source 2

Have the luxurious rites of the women glittered  
Their libertine show, their drumming tapped out crowds,  
The Sabazian Mysteries<sup>1</sup> summoned their mob,  
Adonis been wept to death on the terraces,  
As I could hear the last day in the Assembly?  
For Demostratus<sup>2</sup>—let bad luck befoul him—  
Was roaring, “We must sail for Sicily,”  
While a woman, throwing herself about in a dance  
Lopsided with drink, was shrilling out “Adonis,  
Woe for Adonis.” Then Demostratus shouted,  
“We must levy hoplites at Zacynthus,”  
And there the woman, up to the ears in wine,  
Was screaming “Weep for Adonis” on the house-top,  
The scoundrelly politician, that lunatic ox,  
Bellowing bad advice through tipsy shrieks:  
Such are the follies wantoning in them.

Source: Aristophanes, *Lysistrata*; [www.perseus.tufts.edu/hopper/](http://www.perseus.tufts.edu/hopper/)

<sup>1</sup>**the Sabazian Mysteries** – a religious cult that originated in Asia Minor

<sup>2</sup>**Demostratus** – an Athenian politician



**Source 3**

Black-figure terracotta plaque depicting a funeral scene (c. 550 BCE)



Source: © The Walters Art Museum (<http://thewalters.org>)

## SECTION C – Rome

### Source 1

The reports which reached Rome left no room for hope that even these remnants of citizens and allies were still surviving; it was asserted that the army with its two consuls had been annihilated and the whole of the forces wiped out. Never before, while the City itself was still safe, had there been such excitement and panic within its walls. I shall not attempt to describe it, nor will I weaken the reality by going into details. After the loss of the consul and the army at Trasumennus the previous year, it was not wound upon wound but multiplied disaster that was now announced. For according to the reports two consular armies and two consuls were lost; there was no longer any Roman camp, any general, any single soldier in existence; Apulia, Samnium, almost the whole of Italy lay at Hannibal's feet. Certainly there is no other nation that would not have succumbed beneath such a weight of calamity.

Source: Livy, *History of Rome*, Rev. Canon Roberts (trans.), EP Dutton and Co., New York, 1912; [www.perseus.tufts.edu/hopper/](http://www.perseus.tufts.edu/hopper/)

### Source 2

The result of the battle [of Cannae] meant that the war reached exactly the critical point that both sides had expected. Their achievement brought the Carthaginians immediate mastery of almost all the rest of the coastline ... The Carthaginians even found themselves in a position to anticipate capturing Rome itself in short order. And for the Romans the defeat meant that they immediately gave up any hope of retaining supremacy in Italy, and brought them to the point where they were at serious risk of losing their lives and the very soil of their homeland, and where they fearfully expected to do so, since they anticipated Hannibal's arrival at any moment.

... Nevertheless, the Senate continued to do their best: they tried to alleviate the general gloom, they secured the city, and they did not let fear get the better of them as they debated the crisis.

Source: Polybius, *The Histories*, R Waterfield (trans.), Oxford University Press, New York, 2010, p. 222