VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education
2016

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

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

HISTORY: ANCIENT HISTORY

Written examination

Friday 11 November 2016

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

Question 1 (20 marks)

a. Outline the threats facing the Egyptians according to Source 1. 5 marks

b. Explain how Egypt responded to the threats outlined in Source 1. In your response, use your own knowledge and Source 1. 5 marks

c. Evaluate the extent to which the threat outlined in Source 1 led to the political, social and economic decline of Egypt in the Twentieth Dynasty. 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 criteria set out on page 28.

Question 2 (20 marks)

'Amenhotep III contributed to the tensions of the Amarna Period by increasing the status and power of the Pharaoh.'

Discuss.

OR

Question 3 (20 marks)

'Many representations of Nefertiti are considered controversial.'

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 2 of the insert when responding to Section B – Part 1.

Answer **all** questions in the spaces provided.

Question 1 (20 marks)

a. Outline why *seisachtheia* was a significant development in sixth-century Athens according to Source 1. 5 marks

b. Explain how Solon reformed the classes to change the political and social structures of Athens. In your response, use your own knowledge and Source 1. 5 marks

c. Evaluate the extent to which Solon's reforms achieved their aims by the end of the sixth century 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 criteria set out on page 28.

Question 2 (20 marks)
'Pericles was both the best and the worst thing to happen to Athens.'

Discuss.

OR

Question 3 (20 marks)
'The Sicilian Expedition caused Athens to lose the Peloponnesian War.'

Discuss.

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 3 of the insert when responding to Section C – Part 1.
Answer **all** questions in the spaces provided.

Question 1 (20 marks)

a. Outline the reasons given by Polybius in Source 1 for Roman military achievements. 5 marks

b. Explain why Pyrrhus presented a 'challenge' to Rome. In your response, use your own knowledge and Source 1. 5 marks

c. Evaluate the impact of the Roman conquest of Italy on the social and political features of the Roman Republic by 264 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 criteria set out on page 28.

Question 2 (20 marks)

'The tribunates of Tiberius Gracchus and Gaius Gracchus were the most important causes of the fall of the Roman Republic.'

Discuss.

OR

Question 3 (20 marks)

Discuss how Augustus used the settlements of 27 BCE and 23 BCE to bring about social and political change in Rome.

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 your 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

Ramesses III is speaking of events in the eighth year of his reign.

… The foreign countries made a *conspiracy* in their islands … No land could stand before their arms[1], from Hatti[2], Kode[3], Carchemish[4], Arzawa[5], and Alashiya[6] on … A camp [was set up] in one place in Amor[7] … They were coming forward toward Egypt … Their confederation was the Philistines, Tjeker, Shekelesh, Denye(n), and Weshesh, lands united …

… I organized my frontier in Djahi[8], prepared before them: —princes, commanders of garrisons, and *maryanu*[9]. I have the river-mouths prepared like a strong wall, with warships, galleys and coasters, *(fully) equipped*, for they were manned completely from bow to stern with valiant warriors carrying their weapons … The chariotry consisted of runners, of *picked men*, of every good and capable chariot-warrior. The horses were quivering in every part of their bodies, prepared to crush the foreign countries under their hoofs. I was the valiant Montu[10], standing fast[11] at their head …

Those who reached my frontier, their seed[12] is not, their heart and their soul are finished forever and ever. Those who came forward together on the sea, the full flame was in front of them *at* the river-mouths, while a stockade of lances surrounded them on the shore. They were dragged in, enclosed, and prostrated[13] on the beach, killed, and made into heaps from tail to head. Their ships and their goods were as if fallen into the water.

Source: JB Pritchard (ed.), *The Ancient Near East: An Anthology of Texts and Pictures*, Princeton University Press, Princeton, 1969, pp. 185 and 186

[1]**arms** – weapons
[2]**Hatti** – Hittite Empire
[3]**Kode** – in Anatolia (modern-day Turkey)
[4]**Carchemish** – northern Syria
[5]**Arzawa** – in Anatolia (modern-day Turkey)
[6]**Alashiya** – Cyprus
[7]**Amor** – the Syrian/Lebanese coast
[8]**Djahi** – possibly on the Lebanese coast
[9]***maryanu*** – charioteers
[10]**Montu** – the god of war
[11]**fast** – securely and strongly
[12]**seed** – children
[13]**prostrated** – lay flat on the ground in submission

END OF SECTION A
TURN OVER

SECTION B – Greece

Source 1

… there was civil strife for a long time between the nobility and the common people. For the whole political setup was oligarchical, and, in particular, the poor … were serfs of the rich …

… Solon … liberated the people by prohibiting loans on the person of the debtor, both for the present and for the future. He made laws and enacted a cancellation of debts both private and public, a measure which is commonly called *seisachtheia* [the shaking-off of burdens], since in this way they shook off their burdens …

Solon set up a constitution … He divided the population, according to property qualifications, into four classes as they had been divided before — namely, Pentacosiomedimni, Knights[1], Zeugitae, and Thetes. He distributed the higher offices[2] … [to] men taken from the Pentacosiomedimni, the Knights, and the Zeugitae, and assigned the offices to them in proportion to their property qualifications. To those who belonged to the census of the Thetes, he gave only a share in the Assembly of the People and in the law courts …

The three most democratic features of his constitution appear to be the following: first, and most important, the law that nobody could contract a loan secured on his person; secondly, the rule that anyone who wished to do so could claim redress[3] on behalf of a person who had been wronged; thirdly (and, according to the prevailing opinion, this more than anything else has increased the political power of the common people), the right of appeal to a jury court. For when the people have a right to vote in the courts, they become the masters of the state.

Source: Kurt von Fritz and Ernst Kapp (trans.), *Aristotle's Constitution of Athens and Related Texts*, Hafner Publishing Company, New York, 1966, pp. 69, 73–75 and 77

[1]**Knights** – Hippeis

[2]**offices** – positions of authority

[3]**redress** – compensation or relief

END OF SECTION B

SECTION C – Rome

Source 1

… the Gauls took[1] Rome itself … they overcame all opposition …

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Source: Polybius, *The Histories*, Robin Waterfield (trans.), Oxford University Press, New York, 2010, p. 7

[1]**took** – captured by force
[2]**Latins** – the tribes of Latium
[3]**subjugated** – brought under control
[4]**Against the odds** – unexpectedly

END OF INSERT