VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education
2021

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

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

HISTORY: ANCIENT HISTORY

Written examination

Monday 8 November 2021

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 space 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 successes of Thutmosis III's military campaigns according to Source 1. 4 marks

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b. Explain the significance of commerce and trade in Thebes. In your response, use your own knowledge and Source 2. 6 marks

DO NOT WRITE IN THIS AREA

c. Evaluate the extent to which interaction between Egypt and the ancient Near East influenced the Eighteenth and Nineteenth Dynasties of the New Kingdom Period. Use evidence to support your response. 10 marks

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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 the extent to which the restoration of traditional beliefs after Akhenaten's reign resolved the tensions of the Amarna Period.

OR

Question 3 (20 marks)

'Nefertiti's portrayal as Akhenaten's wife and counterpart shows that she had a role as co-regent.'

Discuss.

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Question no.

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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 how young Spartiates were raised according to Source 1. 4 marks

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b. Explain the role of women in Spartan society. In your response, use your own knowledge and Sources 2 and 3. 6 marks

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c. Evaluate the extent to which the people of Sparta differed politically and economically from the people of Athens. Use evidence to support your response. 10 marks

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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)

To what extent was Pericles responsible for the outbreak of the Peloponnesian War?

OR

Question 3 (20 marks)

'The events of the Archidamian War contributed more to the defeat of Athens by 403 BCE than the events of the Decelean (Ionian) War.'

Discuss.

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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. Outline the methods used by Rome to consolidate its power in Latium according to Source 1. 4 marks

DO NOT WRITE IN THIS AREA

b. Explain the impact of militarism on the social and political features of the Roman Republic. In your response, use your own knowledge and Source 2. 6 marks

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c. Evaluate the extent to which the Roman Republic had achieved supremacy in the Mediterranean by 146 BCE. 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 assessment criteria set out on page 28.

Question 2 (20 marks)

Discuss the extent to which the Civil War (49–45 BCE) contributed to the fall of the Roman Republic.

OR

Question 3 (20 marks)

'Cleopatra VII contributed to the fall of the Roman Republic not through her reign but through her relationships with Julius Caesar and Mark Antony.'

Discuss.

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DO NOT WRITE IN THIS AREA

Question no.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

END OF SECTION C
TURN OVER

Extra space for responses

Clearly number all responses in this space.

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DO NOT WRITE IN THIS AREA

An answer book is available from the supervisor if you need extra space 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

DO NOT WRITE IN THIS AREA

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

A historical interpretation of Thutmosis III's conquests

Hatshepsut died around 1458 BCE … Thutmose III[1], now about 22–23 years old, was finally pharaoh in his own right. About this time, a crisis developed in Syria-Palestine. The Mitanni Kingdom[2] had begun expanding its power into western Syria, and its growing strength led the rulers of several Syrian and Palestinian cities to abandon their allegiance to Egypt. The Hittite Empire had also been expanding southward along the Syrian coast. Thutmose III reacted swiftly to these events, leading an army into Canaan[3] in the spring of the first full year of his independent rule (c. 1457). At Megiddo, a fortress in northern Palestine guarding the main road into Syria, a coalition of Canaanite rulers awaited him. Thutmose III led his troops through a narrow pass over the hills rather than along the wider roads around them, catching his opponents by surprise. The Canaanite forces were decisively defeated, though it took a seven-month siege before Megiddo itself fell.

During the next thirty years Thutmose conducted sixteen more campaigns in Palestine and Syria, culminating with the capture of Qadesh. The strength of the Kingdom of Mitanni seems to have been perceived as the major threat to Egypt. So, the warrior pharaoh led raids across the Euphrates River into Mitanni's territory, blunting Mitanni's westward expansion. Southwestern Syria and Palestine were placed firmly under Egyptian control with garrisons stationed at key cities. To keep Canaanite subject kings loyal, Thutmose III took their sons as hostages to Egypt. There they were educated and immersed into Egyptian culture so that they became reliable vassals[4] when they returned home to rule their city-states.

Source: William H Stiebing Jr and Susan N Helft, *Ancient Near Eastern History and Culture*, 3rd edition, Routledge, New York, 2018, p. 217; reproduced with permission from Taylor & Francis Group

[1]**Thutmose III** – Thutmosis III

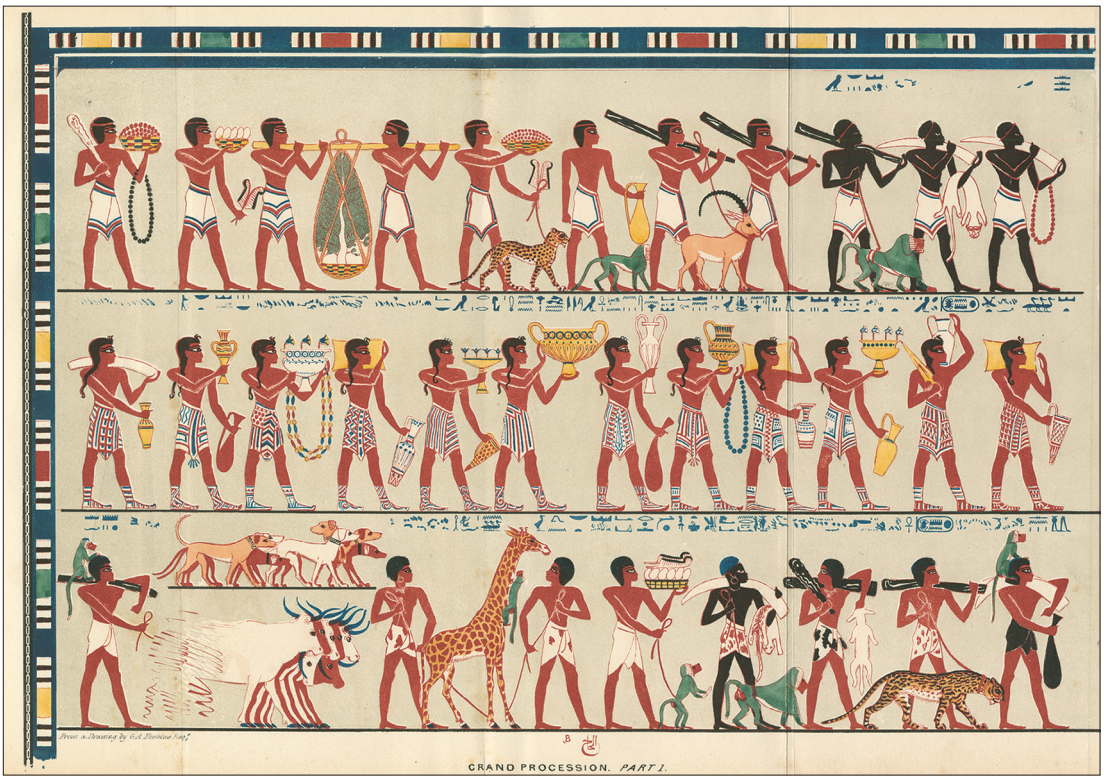
[2]**Mitanni Kingdom** – an empire centred on the northern Euphrates–Tigris region of modern-day Iraq and Syria between 1600 and 1350 BCE

[3]**Canaan** – a Semitic-speaking civilisation and region centred on modern-day Israel, Palestine, Lebanon, Syria and Jordan between 2000 and 1200 BCE

[4]**vassals** – people who are offered the protection of the pharaoh, in return for loyalty and military service

Source 2

Relief of the 'Grand Procession' from the tomb of Rekhmire, a vizier under Thutmosis III and Amenhotep II (New Kingdom)



Source: Schomburg Center for Research in Black Culture, Manuscripts, Archives and Rare Books Division, The New York Public Library, 'Grand Procession. Part 1. [From a Tomb at Thebes]', The New York Public Library Digital Collections, 1835, <https://digitalcollections.nypl.org/items/510d47e1-db70-a3d9-e040-e00a18064a99>

SECTION B – Greece

Source 1

Extract from Plutarch, outlining Lycurgus's educational reforms

Offspring was not reared at the will of the father, but was taken and carried by him to a place called Lesche[1], where the elders of the tribes officially examined the infant, and if it was well-built and sturdy, they ordered the father to rear it, and assigned it one of the nine thousand lots of land; but if it was ill-born and deformed, they sent it to the so-called Apothetae[2] … in the conviction that the life of that which nature had not well equipped at the very beginning for health and strength, was of no advantage either to itself or the state …

… as soon as [young Spartiates] were seven years old, Lycurgus ordered them all to be taken by the state and enrolled in companies, where they were put under the same discipline and nurture, and so became accustomed to share one another's sports and studies. The boy who excelled in judgement and was most courageous in fighting, was made captain of his company; on him the rest all kept their eyes, obeying his orders, and submitting to his punishments, so that their boyish training was a practice of obedience …

Of reading and writing, they learned only enough to serve their turn[3]; all the rest of their training was calculated to make them obey commands well, endure hardships, and conquer in battle. Therefore, as they grew in age, their bodily exercise was increased; their heads were close-clipped[4], and they were accustomed to going bare-foot, and to playing for the most part without clothes.

Source: *Plutarch's Lives*, vol. 1, Bernadotte Perrin (trans.), Harvard University Press, Cambridge (MA), 1967, pp. 255, 257 and 259

[1]**Lesche** – a public meeting place
[2]**Apothetae** – a place where sick and weak children were left to die
[3]**serve their turn** – get by
[4]**heads were close-clipped** – hair that was cut very short

SECTION B – continued

Source 2

A historical interpretation of Spartan women's upbringing

> In archaic and classical Sparta, girls were raised to become the sort of mothers Sparta needed … The goal of the educational system devised for Spartan girls was to create mothers who would produce the best hoplites and mothers of hoplites. Because all the girls were expected to become the same kind of mothers, the educational system was uniform … Girls lived and ate at home with their mothers. Thus it would appear that they enjoyed some privacy and leisure denied to the boys … compared to other Greek women, they had plenty of time to do whatever they wanted to do.

Source: Sarah B Pomeroy, *Spartan Women*, Oxford University Press, New York, 2002, p. 4

Source 3

Statue of a girl running, commonly believed to have been made in Sparta

Source: © The Trustees of the British Museum;
licensed CC BY-NC-SA 4.0 International
<https://creativecommons.org/licenses/by-ns-a/4.0/>

END OF SECTION B
TURN OVER

SECTION C – Rome

Source 1

Extract from Livy outlining the Roman conquest of tribes and towns in Latium

> … Camillus brought before the senate the question of the future settlement of Latium. "Senators," he said, "our military operations in Latium have by the gracious favour of the gods and the bravery of our troops been brought to a successful close …"
>
> The leaders of the senate … thought that each case ought to be decided upon its merits …
>
> Lanuvium received the full citizenship and the restitution of her sacred things … Aricium, Nomentum, and Pedum obtained the same political rights as Lanuvium … The Veliternians, who had been Roman citizens from old times, were in consequence of their numerous revolts severely dealt with; their walls were thrown down, their senate deported and ordered to live on the other side of the Tiber … Colonists were sent on to the land they had possessed, and their numbers made Velitrae look as populous as formerly.
>
> Antium also was assigned to a fresh body of colonists … Tibur and Praeneste had their domains confiscated … because, jealous of the Roman power, they had joined arms with the barbarous nation of the Gauls. The rest of the Latin cities were deprived of the rights of intermarriage, free trade, and common councils with each other. Capua, as a reward for the refusal of its aristocracy to join the Latins, were allowed to enjoy the private rights of Roman citizens, as were also Fundi and Formiae, because they had always allowed a free passage through their territory. It was decided that Cumae and Suessula should enjoy the same rights as Capua.

Source: *The History of Rome by Titus Livius: Vol:1*, Rev. Canon Roberts (trans.), JM Dent & Sons Ltd, London, 1926, pp. 124 and 125

Source 2

A historical interpretation outlining the importance of a military career for Roman politicians

> War and politics were inseparably linked at Rome … Since foreign enemies posed a great and obvious threat to the State's prosperity, and at times even its existence, the defeat of an enemy in war was held to be the greatest achievement for any leader and brought the most glory. Since for many centuries senators provided all of the state's senior magistrates and commanders, the capacity to provide successful military leadership became a central part of the senatorial class' self-image … Military glory helped a man's political career and might in turn lead to further opportunities for command in war. Even men whose talents were more suited either to fighting or politicking had to have at least some minimum proficiency in both if they were to have the chance to show their talents.
>
> Successful generals usually profited financially from their campaigns, but the gains in prestige were in some respects even greater … For a Roman aristocrat it was always important to win victories bigger and better than other senators.

Source: Adrian Goldsworthy, *In the Name of Rome: The Men Who Won the Roman Empire*, Weidenfeld & Nicolson, London, 2004, pp. 25–27; reproduced with permission from the licensor through PLSclear

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