

# Victorian Certificate of Education Year

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

					Letter
STUDENT NUMBER					

# **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
	questions	to be unswered	marks
A	3	2	50
В	3	1	20
			Total 70

- 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 24 pages, including assessment criteria for Section B on page 24
- Sources book for Section A
- Additional space is available at the end of the book if you need extra space to complete an answer.

### Instructions

- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

# At the end of the examination

• You may keep the sources book.

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

Section A will contain three questions – one for each ancient society. Each question will have three or four sources, including at least one of each of the following: a primary source (perspective), a secondary source (interpretation), and a primary or secondary visual source. Each question will consist of multiple parts and will be worth a total of 25 marks.

Students will answer the **two** questions that correspond to the **two** ancient societies that they have studied.

The questions presented in this sample examination indicate possible question types that may be expected for Section A. However, in the end-of-year examination, the number of sources and the number of parts will be the same for each ancient society.

# **SECTION A**

# **Instructions for Section A**

Answer **two** of the following questions in the spaces provided.

Ancient society	Pages
Question 1 – Egypt	3-7
Question 2 – Greece	8–11
Question 3 – Rome	12-15

# Question 1 (25 marks)

# Egypt

Refer to pages 2 and 3 in the sources book when responding to this question.

Egypt.		3
Using Source 2, identif		araoh.
Using Source 2, identif	fy <b>three</b> ways in which Nefertiti is depicted as a warrior pha	araoh.
Using Source 2, identif	fy <b>three</b> ways in which Nefertiti is depicted as a warrior pha	araoh.
Using Source 2, identif	fy <b>three</b> ways in which Nefertiti is depicted as a warrior pha	araoh.
Using Source 2, identif	fy <b>three</b> ways in which Nefertiti is depicted as a warrior pha	araoh.

c.

6 marks

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Jl	uring the reign of Ramesses II.	5
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8 marks

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provided and other evidence to support your response.				e of the source

# Question 2 (25 marks)

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Using S	ource 5, identify <b>four</b> factors that helped Sparta develop into a powerful city-state.	4
Using S	ource 6 and your own knowledge, analyse the accuracy of the artist's interpretation of	
Using S women	ource 6 and your own knowledge, analyse the accuracy of the artist's interpretation of s lives in Athens during the sixth and fifth centuries BCE.	5 :
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c.

re the outbreak of the Peloponnesian War in 431 BCE.	

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(431–404 BCE)? Use evidence to support your response.	10

# Question 3 (25 marks)

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Į	Jsing Source 8, outline Plutarch's perspective on the organisation of Roman society.	3 1
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	Using Source 8 and your own knowledge, describe how the relationship between patricians and plebeians had changed by 287 BCE.	3 1
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	Jsing your own knowledge, explain how the Roman Senate expressed its power between 509 BCE and 146 BCE.	4 1
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Using Source in the Medite	e 9, Source 10 and erranean in the pe	d your own know riod between 264	ledge, explain Ron BCE and 61 BCE	ne's struggle for supremacy	5 r
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Octavian/Augustus. You may also refer to any other relevant knowledge and evidence from 753 BCE to 23 BCE in your response.	10 1
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*Section B will contain three essay questions – one for each ancient society.* 

Students will answer **one** essay question that corresponds to **one** of the two ancient societies that they have studied.

The essay questions presented in this sample examination indicate possible question types that may be expected for Section B. However, in the end-of-year examination, the question type will be the same for each ancient society.

### **SECTION B**

### **Instructions for Section B**

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 24.

# Question 1 (20 marks)

# **Egypt**

Evaluate the extent to which changes to religious beliefs and practices influenced the development of New Kingdom Egypt, including during the Amarna Period.

OR

# Question 2 (20 marks)

## Greece

To what extent did the actions of Sparta motivate Athens's empire-building between the Persian invasion (480–479 BCE) and 454 BCE.

OR

### Question 3 (20 marks)

### **Rome**

'Marius's military reforms had a greater influence on the demise of the Roman Republic than Sulla's actions.'

Discuss.

Question no.

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ANCIENT HISTORY (SAMPLE)	18	December 2021

DO NOT WRITE IN THIS AREA

# Extra space for responses Clearly number all responses in this space.

December 2021	21	ANCIENT HISTORY (SAMPLE)

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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 Section B**

The essay in Section B 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
- application of historical thinking concepts such as cause and consequence, continuity and change, and/or historical significance
- use of sources as evidence to support a historical argument, including a range of primary sources, perspectives and historical interpretations

END OF QUESTION AND ANSWER BOOK

