



ATAR course examination, 2020 Question/Answer booklet

ANCIENT HISTORY	Please place your student id	entification label in this box
WA student number: In figures In words		
Time allowed for this paper Reading time before commencing work: Working time:	ten minutes three hours	Place a tick (✓) in one of the following boxes to indicate your examination elective. Egypt Greece
Materials required/recommend To be provided by the supervisor This Question/Answer booklet	ded for this paper	Number of additional answer booklets used (if applicable):

To be provided by the candidate

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener,

correction fluid/tape, eraser, ruler, highlighters

Special items: nil

Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised material. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of examination
Section One Short answer – Unit 3	5	4	40	24	25
Egypt Greece Rome					
Section Two Source analysis – Unit 4	3	2	40	20	25
Egypt Greece Rome					
Section Three Essay – Units 3 and 4 Part A: Unit 3					
Egypt Greece Rome	3	1	50	25	25
Part B: Unit 4					
Egypt Greece Rome	3	1	50	25	25
	•			Total	100

Instructions to candidates

- 1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2020: Part II Examinations*. Sitting this examination implies that you agree to abide by these rules.
- 2. Write your answers in this Question/Answer booklet.
- 3. Answer the questions according to the following instructions.

You must indicate your elective. All of the questions are grouped in electives.

Section One: There are five questions. You must answer four questions.

Section Two: There are three questions, each with a source(s). You must answer two

questions.

Section Three: This section has two parts.

Part A: Unit 3 contains three essay questions. Answer one question. Part B: Unit 4 contains three essay questions. Answer one question.

- 4. You must be careful to confine your answers to the specific questions asked and follow any instructions that are specific to a particular question.
- 5. Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Tick one of the boxes below to indicate your choice of elective.

Elective	✓	Questions	Pages
Egypt New Kingdom Egypt to the death of Horemheb Thebes – East and West, New Kingdom Egypt		1–14	4–19
Greece Athens 481–440 BC Athens, Sparta and the Peloponnesian War 440–404 BC		15–28	20–35
Rome Rome 133–63 BC Rome 63 BC–AD 14		29–42	36–51

Now turn to the relevant pages and answer the questions for the elective you have studied.

ANCIENT HISTORY	4	EGYPT
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Egypt

Section One: Short answer – Unit 3 25% (24 Marks)

New Kingdom Egypt to the death of Horemheb

Suggested working time: 40 minutes.

There are **five** questions. You must answer **four** questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Question 1 (6 marks)

Outline the political and economic importance of Nubia to Egypt.		

Question 2 (6 mark	s)
Explain the significance of the position of God's Wife, using two examples of queens or other royal women.	
	_
	_
	_
	_
	_

Question 3	(6 marks)
Explain the religious significance of the Opet Festival.	

Question 4 (6	marks)
Describe two ways in which Hatshepsut justified her status and position as King. Provide evidence in your answer.)

Question 5	(6 marks)
Outline the contents and purpose of Horemheb's Edict of Reform.	

End of Section One: Egypt

Section Two: Source analysis – Unit 4 25% (20 Marks)

Thebes – East and West, New Kingdom Egypt

There are **three** questions. You must answer **two** questions.

Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 40 minutes.

Thebes – East and West, New Kingdom Egypt

Source 1
For copyright reasons this text cannot be reproduced in the online version of this document.
Question 6 (10 marks)
Evaluate the extent to which the evidence from the new scientific methodology explains reliably the relationships between Tutankhamun and the Amarna royal family.
Refer to the source and to your understanding of the period of study in your answer.

EGYPT	11	ANCIENT HISTORY

Source 2

Source 2(a)		
For copyright reasons this i cannot be reproduced in the version of this documer	of Dei of the image online	ged display of clothes found in the tombs rel Medina, photographed inside a room excavation house.
Source 2(b)		
For copyright reasons image cannot be reprode in the online version of this document, but may viewed at the link listed of acknowledgements pa	uced of / be on the	For copyright reasons this text cannot be reproduced in the online version of this document, but may be viewed at the link listed on the acknowledgements page.
Question 7	.	(10 marks)
our understanding of the lives of	f non-royal people.	nce found at Deir el Medina in furthering ng of the period of study in your answer.

EGYPT	13	ANCIENT HISTORY

Source 3

Source	3	(a)
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For copyright reasons this image cannot be reproduced in the online version of this document, but may be viewed at the link listed on the acknowledgements page.

Image from KV65, Tutankhamun's tomb. The west wall of the tomb is the main wall of the burial chamber. It features representations and very short text excerpts of the first hour of the Book of the Amduat (the Book of that which is in the Underworld).

Source 3(b)

By the New Kingdom (circa 1539–1075 BC), access to the *Book of the Dead* was more widespread. Some copies were lavishly illustrated and costly; others seem more mass-produced with blank spaces where the deceased's name could be filled in to personalise their copy. Despite the text's long evolution, however, its function remained the same for royalty and non royalty alike: to ease the passage of the deceased through the underworld, offering them protection to face the ordeals and terrors lying in wait there.

N. Castellano, The book of the dead was Egyptians' inside guide to the underworld (2019)

Question 8 (10 marks)

Assess the extent to which the books of the afterlife help us understand the nature and significance of afterlife beliefs and practices during the period of study.

Outline the nature, and explain the significance, of afterlife beliefs in your answer.

End of Section Two: Egypt

See next page

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EGYPT 17 ANCIENT HISTORY

Section Three: Essay 50% (50 Marks)

This section has **two** parts.

Part A: Unit 3 25% (25 marks)

There are **three** questions. You must answer **one** question.

Suggested working time: 50 minutes.

Part B: Unit 4 25% (25 marks)

There are **three** questions. You must answer **one** question.

Suggested working time: 50 minutes.

Part A: Unit 3 25% (25 marks)

New Kingdom Egypt to the death of Horemheb

There are **three** questions. You must answer **one** question. Pages for writing your answers are included from page 52.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 50 minutes.

Question 9 (25 marks)

Describe the development of the Egyptian military, and assess its importance in the expulsion of the Hyksos and in the early expansion of the Empire.

Question 10 (25 marks)

Evaluate the extent to which diplomacy and marriage contracts contributed effectively to Egypt's foreign policy during Dynasty 18. Include examples in your answer.

Question 11 (25 marks)

Discuss the impact of the Amarna Revolution on the portrayal of the human figure in art, and evaluate the archaeological **and/or** historical usefulness of the evidence.

Part B: Unit 4 25% (25 marks)

Thebes - East and West, New Kingdom Egypt

There are **three** questions. You must answer **one** question. Pages for writing your answers are included from page 52.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 50 minutes.

Question 12 (25 marks)

Describe and discuss, by referring to specific examples, how environmental factors **and/or** additions and reuse of material remains by successive pharaohs have complicated our interpretation of archaeological evidence.

Question 13 (25 marks)

Discuss the development of the East Bank and the West Bank of Thebes through an examination of the evidence.

Question 14 (25 marks)

Examine the nature of the work of, and the methods used by, significant archaeologist/s **and/or** institution/s working in Thebes. Assess the contribution of these excavations to our understanding of the period of study.

End of questions: Egypt

ANCIENT HISTORY 2	20	GREECE
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Greece

Section One: Short answer – Unit 3 25% (24 Marks)

Athens 481-440 BC

There are **five** questions. You must answer **four** questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 40 minutes.

Question 15	(6 marks)
Describe the structure and aims of the Hellenic League.	

Question 16 (6 ma	arks)
Describe two significant contributions of Themistocles during the Persian Wars, 481–478 B0	C.

Question 17	(6 marks)
Outline two reasons for Ephialtes' reforms of the Areopagus (c. 463 BC).	

Question 18	6 marks)
Outline the details of one decree issued by the Athenians before 440 BC and explain ho decree demonstrated Athenian imperialism.	w this

Question 19	(6 marks)
Explain two causes of the revolt of Samos in 440 BC.	

End of Section One: Greece

Section Two: Source analysis – Unit 4

25% (20 Marks)

Athens, Sparta and the Peloponnesian War 440-404 BC

There are **three** questions. You must answer **two** questions.

Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 40 minutes.

Athens, Sparta and the Peloponnesian War 440-404 BC

Source 1	
For	copyright reasons this image cannot be reproduced in the online version of this document.
Question 20	(10 marks
Evaluate the vi	alidity of Plutarch's statement about the reasons for the failure of the Peace of
Consider also your answer.	the actions of Alcibiades and other reasons for the breakdown of the Peace in

Source 2

Thucydides clearly regarded it [the Sicilian Expedition] a mistake, one of the many errors resulting from the decline of leadership and the growth of democracy that followed Pericles' death. On the other hand, he clearly agrees with Demosthenes' estimate that Syracuse would have fallen if Nicias had followed Lamachus' plan and attacked Syracuse immediately upon his arrival – a view that suggests that the mistake lay in the execution of the campaign, not in the concept itself. When Thucydides specifically designates the mistake he had in mind, however, it is not the tactical error of the general he blames, but the Athenian people and their demagogic leaders ...

D. Kagan, The Peace of Nicias and the Sicilian Expedition, (1981), p.361

Question 21	(10 marks)
Outline the historical context of this source and assess its usefulness in providing an understanding of the reasons for the failure of the Sicilian Expeditions, 415–413 BC.	

Source 3	
For copyright reasons this image cannot be reproduced in the online version of this docume	nt.
Question 22	(10 marks
Dutline the historical context of this source and assess the usefulness of Thucydide providing an understanding of the impact of the occupation of Decelea on the Ather	

End of Section Two: Greece

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Section Three: Essay 50% (50 Marks)

This section has **two** parts.

Part A: Unit 3 25% (25 marks)

There are **three** questions. You must answer **one** question.

Suggested working time: 50 minutes.

Part B: Unit 4 25% (25 marks)

There are **three** questions. You must answer **one** question.

Suggested working time: 50 minutes.

Part A: Unit 3 25% (25 marks)

Athens 481-440 BC

There are **three** questions. You must answer **one** question. Pages for writing your answers are included from page 52.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 50 minutes.

Question 23 (25 marks)

Identify and discuss the reasons for the formation of the Delian League (c. 478 BC).

Question 24 (25 marks)

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Analyse how Athens was able to transform the Delian League into the Athenian Empire.

Question 25 (25 marks)

Identify and explain the changes in Athenian foreign policy between 461 BC and 446 BC.

Part B: Unit 4 25% (25 marks)

Athens, Sparta and the Peloponnesian War 440-404 BC

There are **three** questions. You must answer **one** question. Pages for writing your answers are included from page 52.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 50 minutes.

Question 26 (25 marks)

Describe the *aitiai* and the points of difference between Athens and Sparta/the Peloponnesians as recorded by Thucydides.

Assess their significance as the causes of the Peloponnesian War, 431–404 BC.

Question 27 (25 marks)

Outline Athenian and Spartan strategy during the Archidamian War, 431–421 BC and discuss the changes in strategy that occurred on both sides.

Question 28 (25 marks)

Evaluate the impact of Persian involvement during the Ionian War, 412–404 BC.

End of questions: Greece

ANCIENT HISTORY	36	ROME
Rome		
Section One: Short answer – U	Init 3	25% (24 Marks)
Rome 133–63 BC		
There are five questions. You muprovided.	ust answer four questions.	Write your answers in the spaces
Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.		
Suggested working time: 40 minu	utes.	
Question 29		(6 marks)
Describe the <i>Senatus Consultum Ultimum (SCU)</i> and outline how it strengthened senatorial power, using one example from your period of study.		

Question 30	(6 marks)
Explain how two of the reforms of Gaius Gracchus undermined the authority of the	Senate.

Question 31 (6 mai	rks)
Outline two reasons why the Italian allies wanted Roman citizenship before the outbreak of the Social War.	пе

Question 32	(6 marks)
Describe Sulla's proscriptions and provide reasons for their use.	

Question 33	(6 marks)
Outline Cicero's actions in dealing with the Catiline Conspiracy.	

End of Section One: Rome

Section Two: Source analysis – Unit 4 25% (20 Marks)

Rome 63 BC-AD 14

There are **three** questions. You must answer **two** questions.

Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 40 minutes.

Rome 63 BC-AD 14

Source 1

So many of them came that 120 lictors could be seen around him at one time, and more than 200 senators, some returning thanks for what they had already received, others asking for money or seeking some other advantage for themselves from the same quarter. All things were now possible to Caesar by reason of his large army, his great riches, and his readiness to oblige everybody. Pompey and Crassus, his partners in the triumvirate, came also. In their conference it was decided that Pompey and Crassus should be elected consuls again and that Caesar's governorship over his provinces should be extended for five years more.

Appian

H. White, (trans.), *Appian's Roman history*, p. 259 (Appian: c. AD 95–c. 165)

Question 34 (10 marks)

Outline the historical context of this source and comment on the reliability of the perspective in

the source regarding the power of the Triumvirs.			
Comment on the impact of the decisions made by the Triumvirs at Luca.			

ANCIENT	HISTORY	44		I	ROME
Source 2					
	For copyright reasons this	s image cannot be repro	oduced in the online ve	rsion of this document.	
Question	35			(10 n	narks)
	historical context of t the Optimates were			of the perspective in the	;
Consider to	he position of Caesar	and the Optimate	s before the Civil	War began.	

End of Section Two: Rome

See next page

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ROME 49 ANCIENT HISTORY

Section Three: Essay 50% (50 Marks)

This section has **two** parts.

Part A: Unit 3 25% (25 marks)

There are **three** questions. You must answer **one** question.

Suggested working time: 50 minutes.

Part B: Unit 4 25% (25 marks)

There are **three** questions. You must answer **one** question.

Suggested working time: 50 minutes.

Part A: Unit 3 25% (25 marks)

Rome 133-63 BC

There are **three** questions. You must answer **one** question. Pages for writing your answers are included from page 52.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 50 minutes.

Question 37 (25 marks)

Explain how Marius' military reforms changed the relationship between the general and his troops and examine the influence this had on Roman politics **and/or** society.

Question 38 (25 marks)

Assess the impact of extraordinary commands on the career of Pompey and on Rome itself.

Question 39 (25 marks)

Identify and explain the changing role of the tribunate between 133–63 BC, and, using examples from your period of study, assess the influence this change had on Roman politics **and/or** society.

Part B: Unit 4 25% (25 marks)

Rome 63 BC-AD 14

There are **three** questions. You must answer **one** question. Pages for writing your answers are included from page 52.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 50 minutes.

Question 40 (25 marks)

Describe and discuss the formation of the First Triumvirate. Consider the short- and long-term consequences of the creation of the First Triumvirate in your answer.

Question 41 (25 marks)

Assess the extent to which the behaviour, power and influence displayed by Caesar led to his assassination in 44 BC.

Question 42 (25 marks)

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(Hilary Swain and Mark Everson Davies (2010), Aspects of Roman History 82 BC-AD14, p.259)

Analyse how Augustus' settlements of 27 BC and 23 BC facilitated the transformation of Rome from a republic to an empire.

End of questions: Rome

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ACKNOWLEDGEMENTS

Elective 1: Egypt

Question 6

Source 1 from: Hawass, Z. (2013). *Discovering Tutankhamun: From Howard Carter to DNA*. New York: The American University in Cairo Press (AUC), p.167.

Question 7

Source 2(a) from: [Photograph of staged display of clothes found in the tombs of Deir el-Medina]. (n.d.). Retrieved June, 2020, from https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/978019993 5413.001.0001/oxfordhb-9780199935413-e-32

Source 2(b) image from: Černý, J., & Gardiner, A. (1957). Purchase of a bull (UC 39606 front) [Photograph of artifact and reconstruction]. In *Hieratic ostraca vol. 1*. Oxford: Oxford University Press, p. 5, pl. 16.3. Retrieved June, 2020, from https://www.ucl.ac.uk/museums-static/digitalegypt/deirelmedine/archive/uc39606_1.gif
Source 2(b) translation from: Černý, J., & Gardiner, A. (1957). Purchase of a bull (Translation UC 39606). In *Hieratic ostraca vol. 1*. Oxford: Oxford University Press, p. 5, pl. 16.3. Retrieved June, 2020, from https://www.ucl.ac.uk/museums-static/digitalegypt/deirelmedine/ostracatranslation.html#uc39606

Question 8

Source 3(a) image from: Pey, F. (2016). *Tomb of Tutankhamun/Frescoe/The Amduat* (detail) (ID: AKG4163750) [Digital reconstruction]. Retrieved June, 2020, from https://www.akg-images.co.uk/archive/Tomb-of-Tutankhamun---Frescoe---The-Amduat-(detail)-2UMEBMIHL57A.html

Source 3(a) description from: Osirisnet. (n.d.). *Tutankhamun - KV 62*. Retrieved June, 2020, from https://www.osirisnet.net/tombes/pharaons/toutankhamon/e toutankhamon 01.htm

Source 3(b) from: Castellano, N. (2019). *The book of the dead was Egyptians' inside guide to the underworld*. Retrieved June, 2020, from https://www.nationalgeographic.com/history/magazine/2016/01-02/egypt-book-of-the-dead/

Elective 2: Greece

Question 20 Source 1 from: Plutarch. (1960). The rise and fall of Athens: Nine

Greek lives (Nicias 10.) (I. Scott-Kilvert, Trans.). London: Penguin

Classics. (Plutarch c. AD 46-c. 120)

Question 21 Source 2 from: Kagan, D. (1981). The peace of Nicias and the Sicilian

expedition. London: Cornell University Press, p. 361.

Question 22 Source 3 from: Thucydides. (1972). History of the Peloponnesian War

(R. Warner, Trans.). London: Penguin, pp. 493–494.

(Thucydides c. 460-c. 395 BC)

Question 24 Quote from: Thucydides. (1972). History of the Peloponnesian War

(2.63) (R. Warner, Trans.). London: Penguin.

(Thucydides c. 460-c. 395 BC)

Elective 3: Rome

Question 34 Source 1 from: Appian. (1979). Appian's Roman history (Vol. III) (H.

White, Trans.). London: Heinemann, p. 259. (Appian c. AD 95-c. 165)

Question 35 Source 2 from: Suetonius. (1987). The twelve Caesars (Julius Caesar:

30) (R. Graves, Trans.). London: Penguin Books.

(Suetonius c. AD 69-c. 130)

Question 36 Source 3 from: Suetonius. (1987). The twelve Caesars (Augustus: 26)

(R. Graves, Trans.). London: Penguin Books.

(Suetonius c. AD 69-c. 130)

Question 42 Quote from: Swain, H., & Davies, M. E. (2010). Aspects of Roman

history, 82 BC-AD 14: A source-based approach. New York:

Routledge, p.259.

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