



ATAR course examination, 2021

Question/Answer booklet

ANCIENT HISTORY

Please place your student identification label in this box

WA student number: In figures

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In words

Time allowed for this paper

Reading time before commencing work: ten minutes

Working time: three hours

Place a tick (✓) in one of the following boxes to indicate your examination elective.

Egypt

Greece

Rome

Materials required/recommended for this paper

To be provided by the supervisor

This Question/Answer booklet

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 Egypt Greece Rome	5	4	40	24	25
Section Two Source analysis – Unit 4 Egypt Greece Rome	3	2	40	20	25
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

- The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2021: Part II Examinations*. Sitting this examination implies that you agree to abide by these rules.
- Write your answers in this Question/Answer booklet.
- 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.
- You must be careful to confine your answers to the specific questions asked and follow any instructions that are specific to a particular question.
- 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.

See next page

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	<input type="checkbox"/>	1–14	4–19
Greece Athens 481–440 BC Athens, Sparta and the Peloponnesian War 440–404 BC	<input type="checkbox"/>	15–28	20–35
Rome Rome 133–63 BC Rome 63 BC–AD 14	<input type="checkbox"/>	29–42	36–51

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

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.

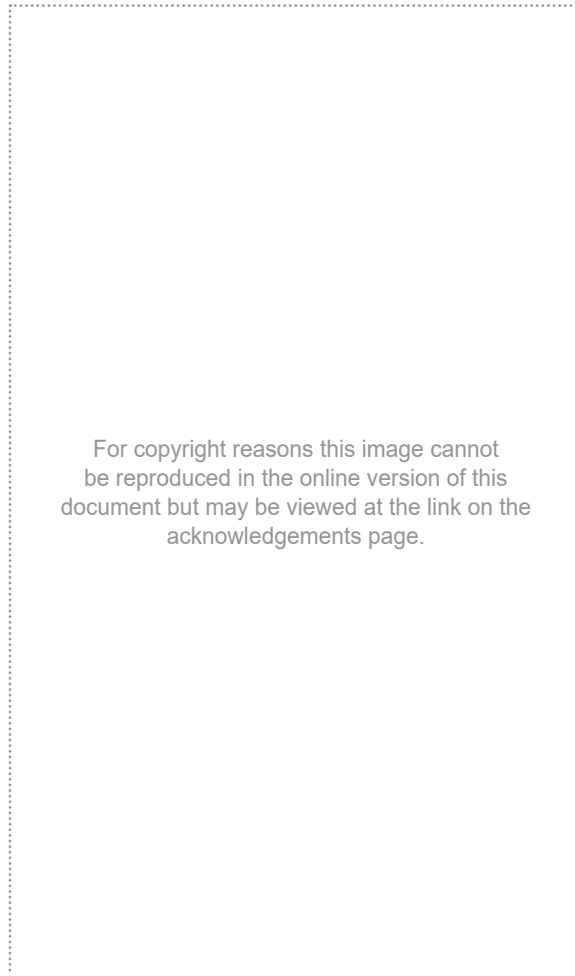
Write your answers in the spaces provided.

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



After Hatshepsut’s death, images and mentions of her were erased. An example of the damage to her inscriptions can be seen in this cartouche.

Question 6

(10 marks)

Assess the extent to which the damage shown in Source 1 offers reliable information about the nature of, and reasons for, the removal of reliefs and inscriptions in the New Kingdom.

Refer to the source and to your understanding of the period of study in your answer.

See next page

Source 2

Source 2(a)

Year 29, second month of winter, day 10
On this day the crew passed the five guard-posts of the tomb saying: "We are hungry, for 18 days have already elapsed in this month"; and they sat down at the rear of the temple of Menkheperre [Tuthmosis III].
The scribe of the enclosed tomb, the two foremen, the two deputies and the two proctors [officials] came and shouted to them: "Come inside".
They swore great oaths (saying): "Please come back, we have matters of Pharaoh".
They spent the night in the Tomb.

Excerpt from the Turin Strike Papyrus

For copyright reasons this text cannot be reproduced in the online version of this document.

Question 7

(10 marks)

Assess the usefulness of the sources in providing an understanding of the motivations for, and the significance of, the strikes by the workmen of Deir el Medina.

Refer to Sources 2(a) and 2(b) and to your understanding of the event in your answer.

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See next page

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 cult of Amun in early Dynasty 18 and evaluate its importance in the establishment of the Egyptian empire.

Question 10**(25 marks)**

Assess the religious and political importance of New Kingdom royal tombs in Thebes, with reference to at least **two** examples.

Question 11**(25 marks)**

Evaluate the roles of pharaohs Tutankhamun and Horemheb in the restoration of Amun.

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 evaluate how the major books of the afterlife have increased our understanding of New Kingdom afterlife beliefs. Include examples in your answer.

Question 13**(25 marks)**

Describe and assess the importance of the contribution made by the research and recording work of **either** the Epigraphic Survey of the Oriental Institute of Chicago **or** the Theban Mapping Project to our understanding of the period of study.

Question 14**(25 marks)**

Evaluate the significance of the cult temple of Karnak as a key archaeological and/or written source for the period.

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.

Source 3

... (the Athenian people) regarded Pericles as the best man they had. Indeed, during the whole period of peace-time when Pericles was at the head of affairs the state was wisely led and firmly guarded, and it was under him that Athens was at her greatest ... For Pericles had said that Athens would be victorious if she bided her time and took care of her navy, if she avoided trying to add to the empire during the course of the war, and if she did nothing to risk the safety of the city itself. But his successors did the exact opposite, and in other matters which apparently had no connection with the war private ambition and private profit led to policies which were bad for the Athenians themselves and for their allies. Such policies, when successful, only brought credit and advantage to individuals, and when they failed, the whole war potential of the state was impaired.

Thucydides. 2.65

Question 22

(10 marks)

Assess the usefulness of Thucydides' perspective in the source about the effectiveness of Pericles' strategy in the Peloponnesian War.

You should refer to your knowledge of the period of study and the historical context of the source in your answer.

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See next page

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)**

Describe Ephialtes' and Pericles' reforms to the legal and political institutions of Athens and assess their impact on the development of radical democracy.

Question 24**(25 marks)**

Describe Thucydides' representation of Pausanias, and evaluate the reasons given by Thucydides for the removal of Pausanias' and Spartan leadership of the Greeks following the Persian War 480–478 BC.

Question 25**(25 marks)**

Evaluate the significance of the contribution of the initial campaigns under Cimon to 461 BC to the development of Athenian military and political power, both internally and externally.

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)**

Evaluate the extent to which Thucydides' representation of Cleon and Athens' radical democracy is reliable and/or accurate.

Question 27**(25 marks)**

Assess the extent to which the Sicilian Expeditions 415–413 BC were a turning point for the Athenians in the Peloponnesian War.

Question 28**(25 marks)**

Analyse the reasons for the defeat of Athens in the Peloponnesian War 431–404 BC.

Rome

Section One: Short answer – Unit 3

25% (24 Marks)

Rome 133–63 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 29

(6 marks)

Outline the unusual methods used by Tiberius Gracchus when he introduced his agrarian bill to the *Concilium Plebis*.

Question 30

(6 marks)

Describe **two** ways that Marius’ string of successive consulships had an impact on Roman politics.

Question 31

(6 marks)

Describe the short-term significance of Sulla's march on Rome in 88 BC.

Question 32

(6 marks)

Outline Sulla’s reforms to the tribunate and the Senate and comment on their impact.

Question 33

(6 marks)

Explain the reasons for the *lex Gabinia* and outline its terms and consequences.

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.

Source 2

In fact, those episodes of violence in the late Republic which involved claims of the *plebs* as a whole were in a distinct minority. By far the bulk of disorderly outbursts had no relevance to social grievances. Rather, they grew out of demonstrations arranged by politicians and political factions, mobilising clients, retainers, and personal followers for their own purposes. Agitation revolved around legislative proposals, criminal trials, and electoral contests. The engagement of the *plebs* remained marginal rather than central. These were struggles among Roman leaders – or would-be leaders.

E. Gruen, *The Last Generation of the Roman Republic*, (1995) University of California Press. Berkeley, p.439

Question 35

(10 marks)

Evaluate the accuracy of the perspective of the source on the nature and impact of violence in the Roman Republic.

You should refer to the source and your knowledge of the historical context in your answer.

See next page

Source 3



The *Ara Pacis* monument was dedicated to Pax, the Roman goddess of Peace. It was commissioned by the Roman Senate on 4 July, 13 BC to honour the return of Augustus to Rome after three years in Hispania and Gaul, and consecrated on 30 January, 9 BC.

Question 36

(10 marks)

Assess the reliability of Augustus' perspective that he achieved universal peace by AD 14.

Refer to the source and your knowledge of the period of study in your answer.

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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)****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)**

With reference to **one** of the following:

Gaius Gracchus **or** Pompey

Evaluate the extent to which the individual you have chosen manipulated political power in the period of study as a method to achieve his aims.

Question 38**(25 marks)**

Assess the impact of the significant events in Gaius Marius' career on the power and authority of the Senate and the Roman Republic.

Question 39**(25 marks)**

Explain the main causes of the Social War which broke out in 91 BC and evaluate its impact on Roman citizenship.

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)**

Analyse the short-term and long-term causes of the Civil War that broke out at the end of 50 BC between Caesar, Pompey and the *optimates*.

Question 41**(25 marks)**

Explain the reasons for the formation of the 'Second Triumvirate' and evaluate the role it played in the downfall of the Roman Republic.

Question 42**(25 marks)**

Describe the purpose and nature of Augustus' political reforms, and assess how effectively Augustus redefined the political system of Rome to consolidate his authority.

Question number: _____

Lined writing area consisting of 25 horizontal lines.

Question number: _____

Lined writing area consisting of approximately 30 horizontal lines for writing the answer.

ACKNOWLEDGEMENTS

Elective 1: Egypt

- Source 1** German Archaeological Institute. (n.d.). *After Queen Hatshepsut's death, mentions of her were erased, as shown here* [Photograph]. Retrieved July, 2021, from <https://cdn.mos.cms.futurecdn.net/wWqkNKBdhA2tXm3HCqis7-970-80.jpg.webp>
- Source 2(a)** Adapted from: Israelit-Groll, S. (1990). Studies in Egyptology presented to Miriam Lichtheim (Vol. 1) (P. J. Frandsen, Trans.). In P. J. Frandsen, *Editing reality: The Turin Strike Papyrus*. Magnes Press. Retrieved May, 2021, from <https://libcom.org/history/records-of-the-strike-in-egypt-under-ramses-iii>
- Source 2(b)** Adapted from: Shaw, I. (2003). *The Oxford history of ancient Egypt*. Oxford University Press, p. 298.
- Source 3** Adapted from: Guirao, A. (n.d.). [Photograph of reconstruction of Tutankhamun's tomb]. Retrieved May, 2021, from <https://www.nationalgeographic.com/news/2014/5/140520-tutankhamun-egypt-archaeology-cyber-printing-3d/#close>

Elective 2: Greece

- Source 1** Adapted from: Powell, A. (2001). *Athens and Sparta: Constructing Greek political and social history from 478BC* (2nd ed.). Routledge, p. 168.
- Source 2** Adapted from: Kagan, D. (2005). *The Peloponnesian War: Athens and Sparta in savage conflict 431–404 BC*. Harper Perennial, p. 466.
- Source 3** Adapted from: Thucydides (1972). *History of the Peloponnesian war* (2.65) (R. Warner, Trans.). Penguin, p. 163. (Thucydides c. 460–c.395 BC)

Elective 3: Rome

- Source 1** Adapted from: Plutarch. (1999). *Roman lives: A selection of eight lives (Caesar: 57)*. (R. Waterfield, Trans.). Oxford University Press, p. 347. (Plutarch c. 46 – c. 119 CE)
- Source 2** Gruen, E. S. (1995). *The last generation of the Roman Republic*. University of California Press, p. 439.

Source 3

Zucker, S. (2012). *Ara Pacis, ceremonial front* [Photograph]. Retrieved May, 2021, from <https://www.flickr.com/photos/profzucker/7996660780/in/photostream/>
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