# HSC hub – Ancient History Examination preparation video supplementary resource

This resource contains supplementary information to support the Ancient History examination preparation video. The content from each slide is contained below, along with a number of useful links from the NESA website pertaining to the contents within the video.

## Key slide content

### Before the exam day

* Download the HSC timetable and highlight all of your exams
* Plan your revision schedule to match up with your exams
* Get a good night sleep before each exam. Late nights will harm your performance
* Eat your breakfast
* Make sure you have all of your equipment ready

### Materials

NESA allows the following items for **all** HSC examinations:

* **Black** pen (bring spares!)
* Ruler
* Highlighters
* Pencils (2B)
* Sharpener
* Bottle of water in a clear bottle

There are no additional materials allowed for the Ancient History exam

### Exam layout

### In Ancient History, the exam has 4 sections:

* Section 1: Cities of Vesuvius – Pompeii and Herculaneum
* Section 2: Ancient Societies
* Section 3: Personalities in their times
* Section 4: Historical periods
* You will have 5 minutes reading time before you begin the 3 hours of writing time
* Each section is worth 25 marks

### Section I – Core study-Cities of Vesuvius: Pompeii and Herculaneum (25 marks)

* Instructions are given at the start of the section and include an indicative time. Questions will range from 3 to 15 marks
* This section will include questions that refer to the sources in the source booklet
* There will be one question worth 10-15 marks which requires a longer response
* This section requires students to analyse and interpret sources and apply their own knowledge

### Let’s look at an example – Core study

#### **Short answer: 2019 HSC – Question 4 (12 marks)**

“Assess the value and limitations of sources as evidence about religion in Pompeii and Herculaneum. Support your response using Sources C and D and other relevant sources.”

### Let’s look at an example – Core study

#### **Understanding the sources**

**C**aption

**A**rrangement

**T**ext

**S**ymbols

### Let’s look at an example – Core study

#### **Range of sources**

* Primary and secondary
* Written and physical
* Complimentary and contradictory

### Let’s look at an example – Core study

#### **Value and limitations of sources**

* Is the source complete?
* What bias might it contain?
* Does it apply to both cities?
* Do sources compliment or contradict each other?

### Section II – Ancient societies

* Option A: New Kingdom Egypt society to the death of Amenhotep III
* Option B: New Kingdom Egypt society during the Ramesside period
* Option C: Society in Israel from Solomon to the fall of Samaria
* Option D: Persian society at the time of Darius and Xerxes
* Option E: Society in China during the Han Dynasty 206 BC − AD 220
* Option F: Bronze Age – Minoan Crete
* Option G: Spartan society to the Battle of Leuctra 371 BC
* Option H: Athenian society in the time of Pericles

### Section II – Ancient societies

Ancient History

Section II – Ancient Societies

25 Marks

Attempt ONE question from Questions 4-11

Answer ALL parts of the question

Allow about 45 minutes for this section

Answer the questions on pages 2-8 of the Sections II,III and IV Writing booklet. Extra writing booklets are available

Your answer will be assessed on how well you:

* demonstrate historical knowledge and understanding relevant to the question
* communicate ideas and information logically
* use historical terms and concepts appropriately

### Section II – Ancient societies

**Question 4 — Option A: New Kingdom Egypt society to the death of Amenhotep III (25 marks)**

**Answer parts (a) and (b) of the question on pages 2−4 of the Writing Booklet.**

**(a) Outline the range of crafts and industry in this period. 4**

**(b) What do human remains reveal about the health of Egyptians in this period? 6**

**Answer part (c) of the question on pages 5−8 of the Writing Booklet.**

**(c) Explain how funerary customs and rituals help us to understand Egyptian**

**society in this period. Support your response using evidence from Source E and**

**other relevant sources.**

### Section III – Personalities in their times

Students study key features of **one** of the following personalities

A. Egypt – Hatshepsut

B. Egypt – Akhenaten

C. The Near East – Sennacherib

D. The Near East – Xerxes

E. China – Qin Shihuangdi

F. Greece – Pericles

G. Greece – Alexander the Great

H. Rome – Tiberius Gracchus

I. Rome – Julius Caesar

J. Rome – Agrippina the Younger

### Section III – Personalities in their times

Section III — Personalities in their Times

25 marks

Attempt **one** question from Questions 12–21

Answer **both** parts of the question Allow about 45 minutes for this section Answer the question on pages 10−16 of the Sections II, III and IV Writing Booklet. Extra writing booklets are available.

Your answer will be assessed on how well you:

* demonstrate historical knowledge and understanding relevant to the question
* communicate ideas and information logically
* use historical terms and concepts appropriately

### Section III – Personalities in their times

Question 20 — Option I: Rome – Julius Caesar (25 marks)

(a) Describe Caesar’s paths to power.- 10 marks

(b) “He [Caesar] was an idealist, a workaholic and a political enabler and manipulator, who would bend the system to his own ends if the wheels of change did not whirl fast enough for him”.

**Anthony Kamm** Julius Caesar: A Life

Assess the impact of Caesar’s career on his time. Support your response using evidence from the above source and other relevant sources. 15 marks

* Evidence: Well selected and appropriate
* If a source is given ensure you use it
* Clear judgements
* Detailed, reasoned and sustained response

### Section IV – Historical periods

Students study key features of **one** of the following historical periods:

1. New Kingdom Egypt to the Death of Thutmose IV
2. New Kingdom Egypt – Amenhotep III to the Death of Ramesses II
3. The Ancient Levant – First Temple Period c. 970–586 BC
4. Persia – Cyrus II to the Death of Darius III
5. Imperial China – The Qin and Han 247–87 BC
6. The Greek World 500–440 BC
7. 4 th –Century Greece to the Death of Philip II
8. The fall of the Roman Republic 78–31 BC
9. The Augustan Age 44 BC–AD 14
10. The Julio-Claudians AD 14–69

### Section IV – Historical periods

Section IV — Historical Periods 25 marks  
Attempt **one** question from Questions 22–31   
Allow about 45 minutes for this section

Answer the question on pages 18−24 of the Sections II, III and IV Writing Booklet. Extra writing booklets are available.

Your answer will be assessed on how well you:

* demonstrate historical knowledge and understanding relevant to the question
* use relevant sources and interpretation to support your response
* communicate ideas and information using historical terms and concepts appropriately
* present a sustained, logical and cohesive response

### Section IV – Historical periods

#### Approaching the question

* Decide on the option to answer
* Develop a thesis
* Choose a range of evidence to support your argument
* Plan your response

**Question 27 — Option F: The Greek World 500−440 BC (25 marks)**

**(a) Evaluate the view that the Athenian navy made the greatest contribution to**

**Greek victory and Persian defeat (25 marks)**

**or**

**(b) Assess the impact of empire on Athenian democracy. (25 marks)**

### Ask your teacher

* for other resources for Ancient History
* how to access past papers and the marking guidelines so you can practice exam responses
* for more hints and tips for your exam and how to study effectively – they are the expert you have access to everyday.

## Additional links

* [NESA HSC Exam Packs](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers)
* [Ancient history Stage 6 Syllabus (2017)](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/ancient-history-2017)