



MACQUARIE UNIVERSITY

LAST CHANCE STUDY WEBINAR

HSC ANCIENT HISTORY

EXAMINATION PREPARATION

2ND OCTOBER 2020

2019 HIGHER SCHOOL CERTIFICATE EXAMINATION

Ancient History

Centre Number _____

Student Number _____

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black pen
- A Source Booklet is provided with this paper
- Write your Centre Number and Student Number at the top of this page

Total marks:

100

Section I – 25 marks (pages 2–5)

(Core: Cities of Vesuvius P & H)

- Attempt Questions 1–3
- Allow about 45 minutes for this section

Section II – 25 marks (pages 9–11)

(Ancient Society)

- Attempt ONE question from Questions 4–11
- Allow about 45 minutes for this section

Section III – 25 marks (pages 17–21)

(Personalities in their Times)

- Attempt ONE question from Questions 12–21
- Allow about 45 minutes for this section

Section IV – 25 marks (pages 22–24)

(Historical Period)

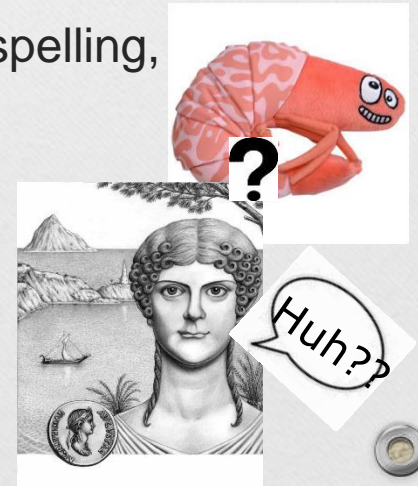
- Attempt ONE question from Questions 22–31
- Allow about 45 minutes for this section

The marking process



- All scripts are marked on-line
- Every script is marked against the marking guidelines for the question
- All questions worth 10 marks or more are marked twice.
- You must ensure you write within the black borders in your examination booklet – all scripts are scanned for on-line reading
- Marks are awarded for knowledge, skill in interpreting and answering the question and appropriate use of sources
- Irrelevant information, poor handwriting, minor errors in spelling, punctuation, dates etc ARE NOT penalised, e.g.

“Agrippina II was a diagnostic prawn”



Examiners' Advice: Understanding & interpreting key terms

- Candidates need to be familiar with the NESA's Glossary of Key Words which contains some terms commonly used in examination questions.
- However, candidates should also be aware that not all questions will start with, or contain one of the key words from the glossary.
- Questions such as 'how?', 'why?' or 'to what extent?' are also asked.

Most frequently used key terms

Describe: provide characteristics and features

Explain: relate cause and effect; make the relationship between things evident; provide how and/or why

Discuss: identify issues and identify points for and/or against

Assess: make a judgment of value, quality, outcomes or results

Evaluate: make a judgment based on criteria; determine the value of

Account for: state reasons for

Outline: Sketch in general terms; indicate the main features of

'Key words' used in 2019 Ancient History exam

SECTION I: CORE

1. **How useful** are the private buildings in Pompeii and Herculaneum in providing evidence about the economy? Use Source A and other relevant sources. (5 marks)
2. **Explain** the ethical issues facing archaeologists who study Pompeii and Herculaneum, Use Source B and other relevant sources (8 marks)....
3. **Assess the value and limitations of sources** as evidence about religion in Pompeii & Herculaneum. Support your response using Sources C and D and other relevant sources. (12 marks)

SECTION III: PERSONALITIES IN THEIR TIMES

- (a) **Describe** (10 marks)
"Quotation./source."
- (b) **Assess** the achievements/impact, (15 marks)
/effectiveness/value and limitations of sources
Support your response using evidence from the above source and other relevant sources.

SECTION II: SOCIETIES

- (a) **Outline** (4 marks)
- (b) **What does X reveal about y** (6 marks)
- (c) **Explain how x** (e.g. funerary customs/art and architecture) **help/s us to understand society** in this period. (15 marks)
Support your response using evidence from Source X and other relevant sources.

SECTION IV: HISTORICAL PERIODS

- Evaluate** the view, impact, effectiveness of (x 6)
- Assess** the role and contribution, impact, significance of (x7)
- To what extent ..** (x 8)

Section I – Core: Cities of Vesuvius – Pompeii & Herculaneum (25 marks)

- There will be three or four questions.
- This section will require candidates to analyse and interpret sources and apply their own knowledge.
- One question will be worth 10 to 15 marks.
- Candidates will be required to answer all questions.

Examination rubric

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

- Tailor your responses to fit the space provided in the answer booklet.



(NB Write inside the area marked – papers will be scanned for on-line marking)

Ask for an extra booklet if needed

NSW HTA Trial Paper 2020

Section I Question 2 (4 marks)

How useful is Source A for an understanding of the eruption of Vesuvius in AD 79?

(approx. 12 lines of writing)

Marking criteria = 4 marks

- Supports response with detailed reference to usefulness of Source A.
- Accurately describes the phases of the eruption of Mount Vesuvius in AD 79
- Uses appropriate terms and concepts

Hint:

Address the question in your first sentence, e.g.

The volcanic deposit shown in Source A is very useful evidence of the sequence of events in the eruption of Mt Vesuvius..

NB – No need to discuss what the source does **not** reveal!

Source A



Volcanic deposit from AD 79 eruption,
Porta Nocera, Pompeii.

HSC Exam – Core – Important tips

- You must be familiar with all aspects of the core, although the examination will only focus on parts of it. (No cherry picking!!)

Short answer questions (less than 10 marks)

- contain your answers by being concise
- use historical terms and concepts appropriately

Extended response question (10-15 marks)

- respond to the specific question asked, DO NOT give a prepared response to a question that you hoped would be on the paper!
 - integrate the sources provided with your own knowledge instead of recounting all you know about the topic.
- (e.g. – in opening paragraph of response. “*Source x is -----* (identify the source). *It provides evidence about xxxxx.* (Refer to **specific detail** in the source to develop and support your answer).

Concise, well-structured responses that address the question and are supported by relevant source material, are able to gain full marks.

It is important to analyse the question, plan the response and be clear about the direction and construction of the response.

Keeping up to date with Pompeii



Website: <http://bloggingpompeii.blogspot.com.au/>

Blogging Pompeii is a forum for scholars engaged in the study of Pompeii, Herculaneum, and the other sites of the Bay of Naples to share news and information, and to discuss their work.

QUICK LINKS

- [Home](#)
- [About](#)
- [Current projects](#)
- [Resources](#)
- [Books](#)

Suggestions for revision

House of Julia Felix (Pompeii)

Also: *Praeda* Estate, Villa

Aspects of life in P.eg

- Status of women
- House and garden
- Religion – Isis shrine
- Foreign influences: Egypt/Greece
- Baths (private)
- Commerce
- Foreign influences
- Art

House history

Before/after 62AD earthquake



History of excavation

1755 –
1912-1935
1998 -1999

New research / technologies

e.g. University of Ferrara – 3D geometric modelling

Conservation work

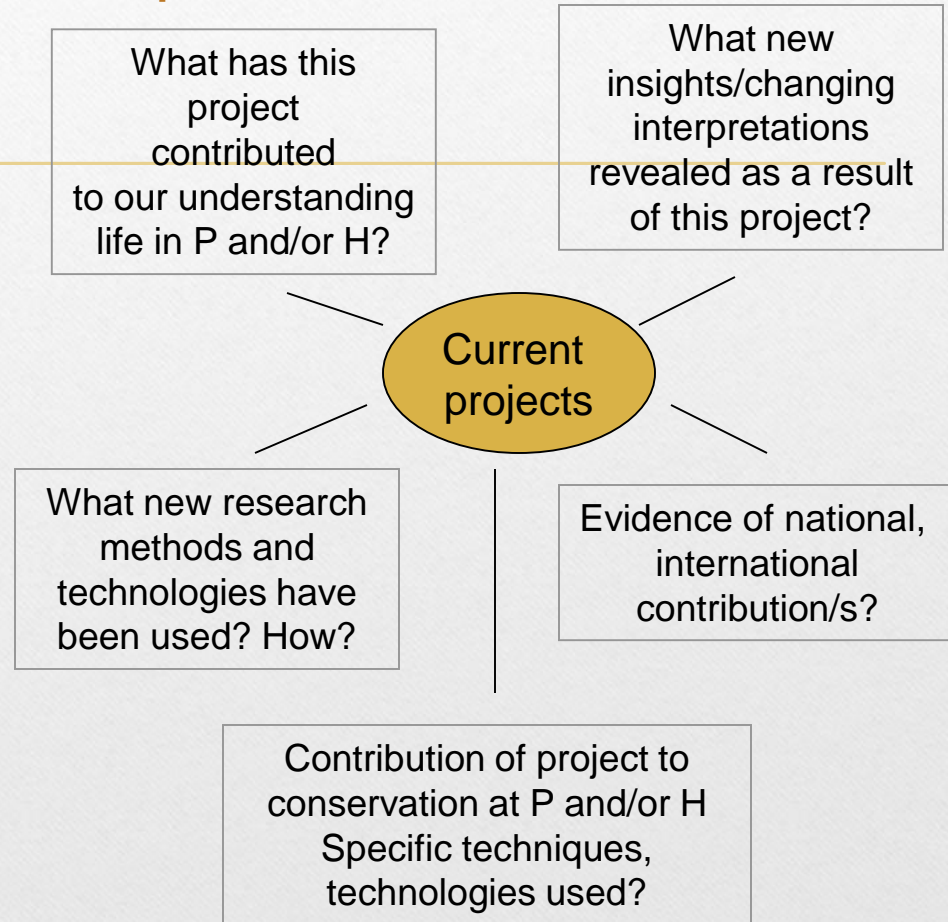
Frescoes etc. to museum
Other

Suggestions for revision

- Apolline Project
- Digital Pompeii
- Doors of Pompeii and Herculaneum
- Herculaneum Conservation Project
- King's Visualisation Lab (various projects)
- Oplontis Project
- Pompeii Aerial Survey Project
- Pompeii Food and Drink Project
- Pompeii Forum Project
- Pompeii Quadriporticus Project
- Porta Stabia Project
- Progetto Sarno-Becken
- Restoring Ancient Stabiae
- Swedish Project in Pompeii
- Tempio di Venere
- Venus in Pompeii
- Via Consolare Project
- Via dell' Abbondanza Project
- Villa Somma Project

Current Projects

- **How many should you be familiar with?**
- **How can you use these in your extended response?**



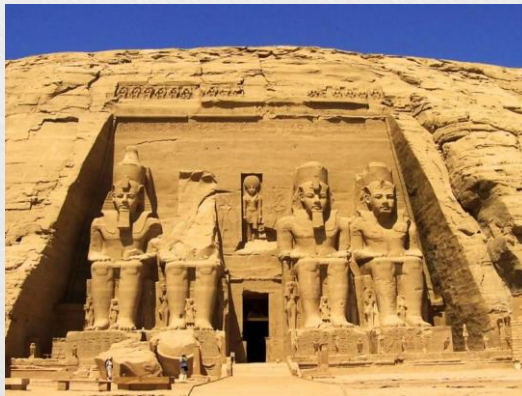
Section II - Ancient Societies (25 marks)

- There will be one question for each of the eight topics (i.e. ancient societies)
- Questions will contain three or four parts.
- One part will be worth 10 to 15 marks.
- Candidates will be required to answer the question on the topic studied.

Examination rubric

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



2109 HSC

Question 10 — Option G: Spartan society to the Battle of Leuctra 371 BC (25 marks)

- (a) Outline the roles of the helots in this period. 4 (about 6-8 lines of writing)
(**Briefly indicate** the main features of the helots' roles)
- (a) What does the ephorate reveal about Spartan political organisation in this period? 6
Identify key features of the ephorate **and use them to explain** what they reveal about political organisation. Avoid merely describing the roles of the ephors. Refer to one or two relevant sources to support your explanation. (about 10-12 lines of writing)
- (c) Explain how religious festivals help us to understand Spartan society in this period. Support your response using evidence from Source K and other relevant sources. 15

[T]he Karneia at Sparta is a representation of their military discipline. There are, namely, places numbering nine, which they call 'sunshades' because they bear some likeness to tents; and nine men eat in each, and a herald proclaims everything by order. Each 'shade', moreover, holds three brotherhoods, and the festival of the Karneia is held for nine days.

Source K: Athenaeus, Deipnosophistae 4.141F

Festivals: Karneia/Hyakinthia/Gymnopaedia.

- *Identify key features of each and **link** these to a an explanation of what they reveal (i.e. help us to understand) about Spartan society*
- *Start with Karneia and integrate information from Source K in your response (e.g. military)*
- *Refer to one or two other sources (written or archaeological) throughout the response.*

Recommended revision for short answers in Society question

Revise each bullet point in the syllabus outline for your society. For each bullet point:

Devise a note-making or mindmap sketch which:

- gives a clear definition, outline of the topic
- identifies main features/aspects of the topic
- provides one or two specific examples and evidence

Exam marking criteria require: ACCURACY & DETAIL

SOURCES – EXTENDED RESPONSE

For extended response questions – be sure to have ready, examples of specific archaeological and/or written sources for each major topic.

(question asks you to use the source AND other sources)

Recommendations for revision. Adapt this table for your chosen society

‘Flesh the skeleton’

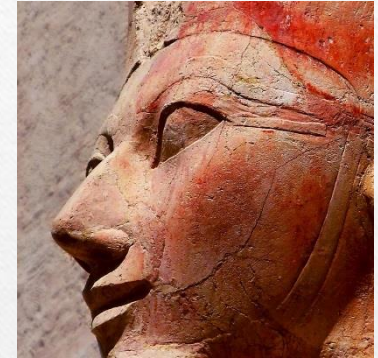
Explain how the range of occupations in Minoan Crete helps us to understand society in this period. Support your response using evidence from Source J and other relevant sources. (15 marks HSC 2019)



Occupations	Source(s)	What the occupation reveals about Minoan society
Pottery production		
Olive oil production		
Metalwork		
Textile production		
Grain growing		
Animal husbandry		
* Introductory and/or concluding statement about the nature of Minoan society as revealed by the range of occupations		

Section III - Personalities in their Times (25 marks)

- There will be one question for each of the ten topics.
- Each question will contain **two or three** parts.
- At least one part will be worth 10 to 15 marks.
- Candidates will be required to answer the question on the topic they have studied



Examination rubric

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

Questions with Describe or Explain (need accuracy, detail and sources)

Questions with Assess, Evaluate etc. (need **JUDGEMENT**, accuracy, detail, sources)

Sources MUST be used throughout the parts of your response

Question 21 — Option J: Rome – Agrippina the Younger (25 marks)

(a) Describe Agrippina's changing relationship with Nero. 10 marks

(about a page of writing – include sources)

(b) *insinuations of sexual misconduct were regularly employed to denigrate the character of the person under attack without any expectation that the audience would necessarily find the charges credible. Many of the allegations against Agrippina in the literary sources must have had their origin . . . in the hostile propaganda circulated by her political opponents or by the enemies of the regime that she represented.*

JUDITH GINSBURG *Representing Agrippina*

Assess the value and limitations of sources in supporting our understanding of Agrippina's life and career. Support your response using evidence from the above source and other relevant sources.

Section III - Personalities

Feedback and advice from the markers - 2019

Candidates showed strength in these areas:

- (a) Providing a response that was **not just narrative-driven** but provided the characteristics and features of Agrippina's changing relationship with Nero.
- (b) Using the source and other relevant sources as a stimulus for their ideas and arguments and integrating it into their response

Demonstrating depth of historical knowledge about the personality's life and career

Tips for improvement

- Answer the question and avoid giving a pre-prepared response
- Separate the concept of 'value and limitations' and make a judgement of each
- Understand the source and integrate it. (Do not ignore it and avoid just repeating what the source says)

Tips for using sources

- Ancient and Modern sources do **NOT** need to be memorised and quoted word for word
- A concise summary of the point, relevance, significance of the source for is sufficient (The examiners want to see that you **understand** the information in the source can **use** it to develop your explanation or judgment)
- Scholars **ONLY** should be referred to (**NOT** HSC textbook writers!)
- Use fewer sources and **integrate** them into your response
- Where appropriate, make a judgement about the strength and/or limitation of the source
- Two or three sources, well-used in a response will earn better marks than a long list of references

Section IV – Historical Periods (25 marks)

- There will be one extended-response question for each of the ten topics.
- Each question will have two alternatives.
- Candidates will be required to answer **one alternative** on the topic they have studied.
- The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).

Examination rubrics

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**

2019 HSC Question 22 — Option A: New Kingdom Egypt to the Death of Thutmose IV (25 marks)

(a) **Evaluate the view** that Ahmose made the greatest contribution to Egypt in this period. 25

OR

(b) **To what extent** did Egypt's relations with other societies change in this period?

Section IV – Historical Periods

Feedback and advice from the markers - 2019

Features of strong responses

- refer directly to the key words of the question in the introduction
- make consistent links back to the key words in the question
- make consistent links back to the judgement. (i.e. **sustained** judgement)
- use specific, relevant examples, showing an extensive knowledge of the topic
- select a range of relevant sources that support the argument – **integrate** details of the source in your response – **don't just namedrop!**

Areas for students to improve include

Avoid all of the following: :

- chronological or biographical narratives
- generalisations about the historical period
- pre-prepared responses which do not address the requirements of the question.

Strategic revision of ancient and modern sources

Source + author /perspective	Syllabus topic addressed	Summary of source content	Contribution to our understanding of topic	Strengths	Limitations

Recommended preparation/revision for Section IV – Historical Period – essay

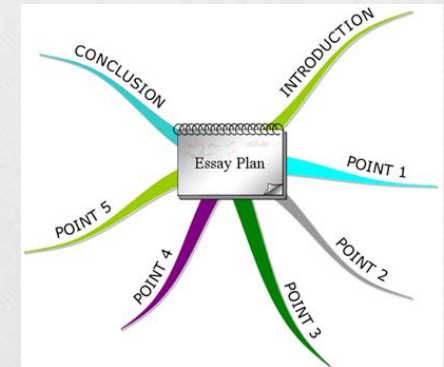
- Access past paper questions on your Historical Period on the NESAs website
- Brainstorm responses individually, in pairs or small groups – create a mindmap or bullet-point summary for each essay plan
- Be sure to include some relevant sources (ancient and/or modern)
- Swap your plans with each other and discuss.

Avoid just re-reading and/or highlighting your text/ notes!

Planning your answer

You are strongly advised to spend a couple of minutes **planning** your answer and jotting down some notes before you begin writing. This will give you an opportunity to think clearly about:

- your interpretation of the question (what is the key directive? e.g. assess, explain, to what extent)
- the main argument/s you will use
- the evidence you will use to support your response
- the structure of your essay, i.e. the order in which you will develop your argument or explanation (i.e. coherent/logical)



NESA* - HSC EXAMINATION
EXAM PAPERS, MARKING GUIDELINES &
MARKER FEEDBACK

Enter the following in your browser to access the exam pack:

NESA 2019 ANCIENT HISTORY EXAM

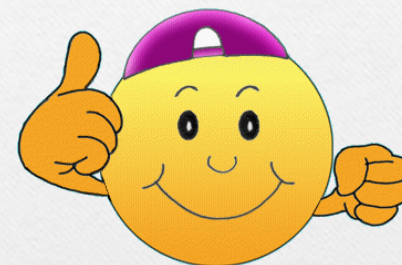
Download the following:

- Ancient History HSC exam paper 2019
- Ancient History marking guidelines 2019 includes:
 - *'answers could include* suggestions for the Core
 - selected sample answers for Ancient Societies
- Notes from the marking centre

Markers share notes about the quality of the student's responses to examination questions. The comments highlight where the cohort did well and where they need to improve.

***NESA = NSW Education Standards Authority**

GO FOR IT !



GOOD LUCK !

CLASS of 2020!