2012 Senior External Examination

Ancient History
Paper One — Question and response book

Friday 9 November 2012
9 am to 11:40 am

Time allowed
• Perusal time: 10 minutes
• Working time: 2 hours 30 minutes

Examination materials provided
• Paper One — Question and response book
• Notepaper

Equipment allowed
• QSA-approved equipment

Directions
Do not write in this book during perusal time. Paper One has two parts:
• Part A — Reflections on the research inquiry process (respond to all questions)
• Part B — Extended written response to an unseen question (respond to one question only)

Suggested time allocation
• Part A: 1 hour 15 minutes
• Part B: 1 hour 15 minutes

Assessment
Assessment standards are at the end of this book.

After the examination session
The supervisor will collect this book when you leave.
Planning space
Part A — Reflections on the research inquiry process

Part A assesses your understanding and experience of Planning and using a historical research process (criterion 1 of the Ancient History Senior External Syllabus 2008).

Part A refers to an inquiry topic of your own choosing based on Theme 1 of the syllabus: Studies of political structures (excluding Greek options). The regional area you choose in Part A must be different from the regional area you choose in Part B.

Respond to all questions in the order provided. The amount of space provided for each response is an indication of how much you are expected to write.

Suggested time allocation: 1 hour 15 minutes.

Write the topic you selected for inquiry during your study:

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Question 1

Comment on how your inquiry topic highlights some of the important elements of Theme 1: Studies of political structures.

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Question 2

List the five initial focus questions that you used to guide an investigation into your topic, based upon the aspects of inquiry below.

i. Definitions:

ii. Sources:

iii. Backgrounds, changes and continuities — motives and causes:

iv. Effects, interests and arguments:

v. Reflections and responses:

Question 3

With what historical sources (both archaeological and text) did you begin your initial investigation? Name actual authors, collections (including internet resource sites) and primary and secondary sources that are relevant to the topic.
Question 4

After the completion of the initial stage of investigation, what key research question did you develop and what was your initial hypothesis?

Key research question:

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Initial hypothesis:

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Question 5

Describe the plan that you used to guide your research over the next stage of investigation.

In your response, refer to:

- time frames (including drafting process)
- where you researched the topic
- the types of sources and resources considered that offer a range of perspectives.

Present this information in an appropriate format of your own choosing, such as a dot point summary, flow chart (visual organiser) or spidergram.
Question 6
Select one key challenge or opportunity that you encountered in the research of your chosen topic. Explain how you dealt with this challenge or opportunity.

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Question 7
How did you revise and refine your initial focus questions and hypothesis? Clearly show the development of your ideas.

Focus questions:
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Hypothesis:
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Question 8
Define “critical reflection” in the context of historical inquiry.

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Question 9
Give examples of your critical reflection on your sources and on choices you had to make about the direction and emphasis of the research process.

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End of Part A
Part B — Extended written response to an unseen question

Part B assesses Communicating historical knowledge (syllabus criterion 3).

The following questions are derived from Theme 5 of the syllabus: Studies of conflict.
The regional area you choose in Part B must be different from the regional area you choose in Part A.

Respond to one question in 600–800 words.

In your response, refer to and evaluate historical evidence including specific sources.
Planning space is provided. Cross out any draft work that is not to be assessed.
Suggested time allocation: 1 hour 15 minutes.

Either

Question 1 — Egypt
If the Battle of Kadesh (Qadesh) was such a resounding success for Ramses II, why did he make a peace treaty with the Hittites?

or

Question 2 — Rome
“Hannibal’s defeat in the Second Punic War had more to do with Carthaginian weaknesses than Roman strengths.” Assess the validity of this statement.

or

Question 3 — Mesopotamia/Asia

Was the use of “fear” and “terror” by the Assyrians more a function of propagandistic image than military reality?

or

Question 4 — Medieval Europe

Was the outcome of the Battle of Hastings more to do with Harold’s weaknesses than William’s strengths?

End of Part B

End of Paper One
Planning space
## Assessment standards from the Ancient History Senior External Syllabus 2008
### Paper One

<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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| Planning and using a historical research process | The candidate:  
• identifies conceptually complex issues for investigation, devises and focuses historical research questions and appropriate sub-questions  
• demonstrates ability to select varied primary and secondary sources that offer a range of perspectives  
• demonstrates critical reflection during research to make valid choices about direction or emphasis. | The candidate:  
• identifies significant issues for investigation and devises historical research questions and appropriate sub-questions  
• demonstrates ability to select varied primary and secondary sources that offer different perspectives  
• demonstrates reflection during research and revises the process where necessary. | The candidate:  
• devises or applies straightforward historical research questions and sub-questions that involve simple issues and familiar concepts  
• selects some relevant sources  
• responds to obvious issues that emerge in the research process. | The candidate:  
• uses closed, factually based historical research questions  
• selects few relevant sources. | The candidate:  
• frames questions that are frequently irrelevant  
• identifies some information in sources provided. |
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<tr>
<td>Communicating historical knowledge</td>
<td>When using written forms in examination conditions, the candidate: • consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them • presents coherent, valid historical arguments that: – incorporate concepts of change and continuity over time – use extensive vocabulary in a succinct and effective manner – accord closely with the style and conventions applicable to the format of the required response – refer to evaluation processes without disrupting the argument – incorporate direct and indirect references to diverse relevant historical evidence – accurately use the conventions of a recognised system of in-text referencing • meets all stipulated requirements of length and format of responses.</td>
<td>When using written forms in examination conditions, the candidate usually: • communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people • presents coherent, credible historical arguments that: – refer to the causes and consequences of changes and continuities over time – use vocabulary effectively – accord for the most part with the style and conventions applicable to the format of the required response – incorporate direct and indirect reference to relevant historical evidence – use appropriate conventions of a recognised system of in-text referencing • meets stipulated requirements of responses in most instances.</td>
<td>When using written forms in examination conditions, the candidate usually: • communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people • presents coherent responses that: – use some historical concepts – incorporate some direct reference to appropriate sources of historical evidence – are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions – use appropriate conventions of a recognised system of referencing • produces responses that may not meet all of the stipulated requirements.</td>
<td>When using written forms in examination conditions, the candidate usually: • communicates some recalled or selected accurate definitions and historical knowledge • presents responses to basic historical research questions that: – incorporate some reference to sources of historical evidence – convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions – use appropriate conventions of a recognised system of in-text referencing, with frequent inaccuracies • produces superficial responses.</td>
<td>When using written forms in examination conditions, the candidate usually: • communicates some recall or selection of accurate historical knowledge • presents responses to tasks that contain errors in vocabulary, style and conventions that obscure meaning • produces incomplete responses that do not meet stipulated requirements.</td>
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