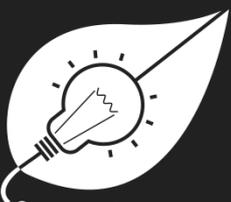




# HSC ANCIENT HISTORY

HOW TO GET A BAND 6 GUIDE



Art of Smart



## About Art of Smart Education

Art of Smart Education (AOS) is an award winning provider of tutoring and mentoring for students in Years K-12, delivered 1 on 1 in the comfort of your own home or through classes at our state of the art campus in Hornsby!

We help students excel academically at school by equipping them with proven study and life skills based on 10 years of research we've conducted with Australia's top students. We mentor students and help them find direction, lift results and stand out with our study and career mentoring program, Pathfinder.

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# Table of Contents

About Art of Smart Education	1
Table of Contents	2

## Part 1: Essential Skills

How to Get Full Marks in Ancient History Short Answer Questions	3
How To Write a Band 6 Extended Response for HSC Ancient History	10

## Part 2: Study Skills

How to Write Effective HSC Ancient History Study Notes	20
How to Memorise HSC Ancient History Sources	27
The Comprehensive 7 Day HSC Ancient History Study Plan	33



PART 1:  
**ESSENTIAL  
SKILLS**

HSC ANCIENT HISTORY



# How to Get Full Marks in Ancient History Short Answer Questions

Can't seem to get full marks in the HSC Ancient History short answer questions for the Core study and Ancient Societies?

We've got your back with 5 simple steps towards acing those short answer questions and getting that Band 6

So, what are you waiting for? It's time to master HSC Ancient History short answer questions!

## Where Are the Short Answer Sections?

Being a heavily essay based subject one may ask where can short answer questions be found?

### Core Section

HSC Ancient History short answer questions will appear in Section I which is the core study on Pompeii and Herculaneum.

The Short answer questions will vary from 2- 10 marks.

In these short answer questions it is likely that you will be asked to discuss a topic with reference to a chosen source and your own knowledge.

Your 10 mark question will *always* refer to at least one source.

It will look something like this:

#### **Question 1** (5 marks)

How useful are the private buildings in Pompeii and Herculaneum in providing evidence about the economy? Support your response using evidence from Source A and other relevant sources.

**Question 2** (8 marks)

Explain the ethical issues facing archaeologists who study Pompeii and Herculaneum. Support your response using evidence from Source *B* and other relevant sources.

## Ancient Societies

HSC Ancient History short answer questions will also appear in Section II: Ancient Societies.

In this section a source will generally be provided for question d) the 15 marker.

You will then have other short answer questions that do not relate to a source but occur earlier in that section.

It will look something like this:

**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.                   | <b>4</b> |
| (b) What do human remains reveal about the health of Egyptians in this period? | <b>6</b> |

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 <i>E</i> and other relevant sources. | <b>15</b> |
|---|-----------|



Source E: Funerary procession, Tomb of Ramose sourced from Tomb of the Nobles.

Now that you know where short answer questions will appear. We've prepared a 5 Step Plan/Checklist for helping you to get top marks with this style of question!

## Step 1: Identify what the question is asking

Whenever a question is posed in ancient history it will always start with a verb for example *describe*.

The first thing you should be doing is making sure you know these 'keywords' back to front, their meaning and how to answer a question with that verb.

Term	Definition
<b>Account</b>	State reasons for, report on, give an account of, narrate a series of events or transactions.
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications.
<b>Apply</b>	Use, utilise, employ in a particular situation.
<b>Appreciate</b>	To make a judgement about the value of something.
<b>Assess</b>	To make a judgement of value, quality, outcomes, results or size.
<b>Calculate</b>	Ascertain/determine from given facts, figures or information.
<b>Clarify</b>	Make clear or plain.

The full NESA list can be found **here** or you can check some more out over in our glossary **here!**

Once you know the key word, highlight or underline the topic the question is asking about.

**For example:**

*“Using Source A and your own knowledge describe leisure activities in Pompeii.”*

As it is a 'describe' question, you will then need to 'provide characteristics and features' of leisure activities. As it has two components, you will essentially need to do the following:

- provide **characteristics** = a quality belonging typically to a person, place, or thing and serving to identify them.
- provide **features** = a distinctive attribute or aspect of something.

## Step 2: Link the question to a syllabus dot point

Once you have successfully identified what the question is asking link it to a syllabus dot point. This is helpful as it allows you to access information from that syllabus point to more deeply and thoroughly answer the question.

From the example in step 1 the accompanying dot point would be:

*“leisure activities, food and dining, clothing, health, baths, water supply and sanitation.”*

Linking it to a dot point also gives you a hint about what should be included in your answer as that's the knowledge NESA wants you to have on that topic.

## Step 3: Create a rough draft

This step is most useful for questions that are worth 5 marks or more.

Jot a simple plan in the margins of the exam booklet to help you structure your ideas, it doesn't have to be anything fancy just what immediately comes to mind.

Creating a plan for longer questions is also helpful as it encourages you to stay on task and not deviate from what the question is asking.

Below I've written a very quick draft of the question in step 1 to help you see how easy it is (this took me like 3 seconds so it won't waste any precious exam time).

### Leisure Activities

- Source A → Bath in Pompeii
  - Therma
  - Tepidarium
  - Caldarium
  - Apodyterium
  - Frigidarium
- Theatre → Oden
  - Small, 5000
  - Tragedies, poetry
- Amphitheatre
  - People who held office paid for games
  - Gladiator battles

## Step 4: Write your answer

This step is fairly straightforward, all you need to do is use your plan to write a response in the provided space. Make sure you are being as clear as possible and that your argument is following a logical pattern.

Below we've included a sample of what a response may look like.

Leisure activities such as the baths, theatres and games at the amphitheatre were an important part of the daily lives of ancient Romans in both Pompeii and Herculaneum. Source A depicts the Palestra of the main baths in Pompeii which was used as an exercise yard by rich Pompeian's. Baths not only acted as a place to clean one's self but also as a place of socialisation and business talk. The baths had several rooms each with their own unique purpose; the Tepidarium was the first room of the baths and was med by an underfloor heating system. The Caldarium followed on and was the hottest room being filled with steam immediately after exiting this room, individuals entered the Frigidarium which was a cooled pool they would sit in after their baths. Another of the main leisure activities was attending the theatre. Pompeii had two theatres the Oden was the smallest of these and seated around 5000 people. While Herculaneum contained only one theatre, which was smaller than Pompeii's, seating around 2500 people. Greek tragedies, faces and comedies were the main performers held at theatres although plays were also occasionally shown. Finally events particularly gladiatorial performances were held at the amphitheatre. These events were held by people in public office as a way to gain favour among the masses. Thus leisure activities were an important part of daily life in Pompeii and Herculaneum particularly the baths displayed in Source A.

Red indicates **characteristics** whilst blue indicates **features**.

## Step 5: Check that you have fully answered the question

In this step, read through your answer quickly but in detail (don't skim read).

Make sure your response is answering the question posed and contains an explicit reference to the source, for example '*Source A reveals...*'.

While you are doing this double-check that you are using the correct terminology and proper grammar.

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a comprehensive and accurate explanation of what evidence reveals about leisure activities in Pompeii ✓</li> <li>Integrates evidence from Sources <b>A</b> and own knowledge ✓</li> <li>Provides a detailed, structured response using historical terms and concepts appropriately ✓</li> </ul>	6
<ul style="list-style-type: none"> <li>Provides an accurate explanation of what evidence reveals about leisure activities in Pompeii</li> </ul>	

With these 5 steps answering short answer questions is a breeze.

Remember that **the HSC isn't going to ask you anything that's not on your syllabus**. So know each point in detail and practise writing your responses to HSC Ancient History short answer questions to achieve your best result - good luck!

# How To Write a Band 6 Extended Response for HSC Ancient History

You're told to strive for a Band 6 in your HSC Ancient History extended response, but what exactly goes into a Band 6 response?

*And what's the difference between a Band 4 or a Band 5 or a Band 6? What criteria needs to be met to place you into the highest Band?*

Don't sweat!

**We'll walk you through an in-depth examination into an HSC Ancient History question, and provide you with sample HSC Ancient History extended responses for Bands 4, 5 and 6 so you know exactly what needs to be done to achieve a Band 6 response!**

To help you understand what goes into a Band 6 response, we will be looking at the 2013 HSC Ancient History question:

*With reference to the information and ideas represented in Sources F, G and H, and your own knowledge, explain how new research and technologies since the 1980s have changed earlier interpretations of human remains from Pompeii and Herculaneum.*

Let's look at excerpts of Band 4, 5 and 6 HSC Ancient History extended responses for the above question and highlight the positives and negatives of each!

## Example 1: Band 6 Extended Response

### Marking Criteria:

#### **Band 6 response**

- Provides an informed and comprehensive explanation of how new research and technologies have changed earlier interpretations of human remains
- Integrates ideas from Sources provided and own knowledge relating to both Pompeii and Herculaneum
- Provides a detailed, structured response using a range of appropriate historical terms and concepts

### Sample Response:

**This response would be given a mark of 9/10 or 10/10 – and here’s why:**

- 1. Given source reference:** Incorporates Source F into the response in a relevant manner, which is one of requirements of a Band 6 response
- 2. Specificity:** Mentions a specific piece of evidence in the form of archaeological research, and highlights how it has affected our current understanding
- 3. Analysis of specific evidence:** Elaborates further on the archaeological evidence given (Estelle Lazer’s research) by mentioning a specific find that encapsulates why the evidence is useful
- 4. Source reference:** Again, specific name-dropping of modern historians and archaeologists is mandatory if you want a Band 6 – this one mentions Fiorelli as well as his actual research
- 5. Relevant complimentary source:** More evidence to support this new idea (technological advancements), this time regarding Herculaneum (it’s important for a Band 6 response to mention information about BOTH Pompeii and Herculaneum)
- 6. Analysis of specific evidence:** Similar to number 3, this section elaborates further on the evidence presented by giving specific details like health, birth rate, age and diet, which is very useful information
- 7. Given source reference:** Incorporates Source G into the response in a relevant manner, which is one of requirements of a Band 6 response
- 8. Given source reference:** Incorporates Source H into the response in a relevant manner, which is one of requirements of a Band 6 response

## Example 2: Band 5 Extended Response

### Marking Criteria:

#### Band 5 response

- Provides an informed explanation of how new research and technologies have changed earlier interpretations of human remains
- Uses ideas from Sources provided and own knowledge relating to Pompeii and Herculaneum
- Provides a structured response using appropriate historical terms and concepts

### Sample Response:

New research and technologies since the 1980s has changed earlier interpretations of human remains from Pompeii and Herculaneum. The shift from the early 20<sup>th</sup> century focus on Pompeii and Herculaneum skeletons as vignettes for melodramatic storytellings, as indicated by **Source F**, to a more scientific approach, has served archaeologists greatly. **Estelle Lazer's analysis of 300 Pompeian skeletons has challenged the conventional interpretation** that the only Pompeians who died in the eruption of AD 79 were those unable to leave, **such as the sick, elderly and children**

New technologies such as **X-rays and CT scans** have also changed earlier interpretations by allowing archaeologists such as **Giuseppe Fiorelli to analyse the resin and plaster body casts** of Pompeian citizens. **Sarah Bisel's examination of 139 Herculaneum bones** using these new technologies has revealed **vital information** about the citizens of the town that have challenged our prior understanding. This analysis of Herculaneum skeletons is supported by **Luigi Caposso's research, as indicated by Source G**, which reveals a wealth of similar information that challenges earlier interpretations of the demographic profile of the victims of the eruptions. Furthermore, DNA analysis revealed by **Source H has enabled genetic profiling of the population**, supporting Lazer's interpretation of Pompeian citizens at the time of the eruption.

**This response would be given a mark of 7/10 or 8/10 – here's why:**

**1. Given source reference:** Incorporates Source F into the response in a relevant manner, which is one of requirements of a Band 6 response

**2. Specificity:** Mentions a specific piece of evidence in the form of archaeological research, and highlights how it has affected our current understanding

**3. Analysis of specific evidence:** While this information is useful, it neglects to mention any specific findings such as the Lady of Oplontis. This alone won't drop you to a Band 5, but the more specific evidence you can give, the better.

**4. Interdisciplinary reference:** Mentions specific technological advancements that have affected our current understanding

**5. Source reference:** Specific name-dropping of modern historians and archaeologists is mandatory if you want a Band 6 – this one mentions Fiorelli as well as his actual research.

**6. Relevant complimentary source:** More evidence to support this new idea (technological advancements), this time regarding Herculaneum (it's important to mention information about BOTH Pompeii and Herculaneum)

**7. Lack of analysis:** 'Vital information' is highlighted because the response doesn't actually explain what that 'vital information' is. It's good to mention that something has had an impact, but it's better to provide specific examples, such as 'birth rate, age and diet' for this part in particular

**8. Given source reference:** Incorporates Source G into the response in a relevant manner, which is one of requirements of a Band 6 response

**9. Given source reference:** Incorporates Source H into the response in a relevant manner, which is one of requirements of a Band 6 response

## Example 3: Band 4 Extended Response

### Marking Criteria:

#### Band 4 response

- Provides relevant information about new research and technologies and/or how they have changed earlier interpretations of human remains
- Uses ideas from Sources provided and own knowledge relating to Pompeii and/or Herculaneum
- Provides a response using some appropriate historical terms and concepts

### Sample Response:

New research and technologies since the 1980s has affected earlier interpretations of human remains from Pompeii and Herculaneum. New technologies such as X-rays and CT scans have changed earlier interpretations by allowing archaeologists such as Giuseppe Fiorelli to analyse the resin and plaster body casts of Pompeiian citizens.

3 Sarah Bisel's examination of 139 Herculaneum bones has revealed vital information about the citizens of the town that have challenged our prior understanding. Luigi Caposso's research (Source G) reveals similar information that challenges earlier interpretations of the demographic profile of the victims of the eruptions. Furthermore, DNA analysis revealed by Source H has enabled genetic profiling of the population.

Apart from CT scans and X-rays, new technologies include digital cameras, scanners, and computers. The use of this technology in both cities has revealed new information and challenged older interpretations and understandings of Pompeii and Herculaneum.

**This response would be given a mark of 5/10 or 6/10 – here's why:**

**1. Specificity:** Mentions specific technological advancements that have affected our current understanding

**2. Source reference:** Mentioning modern historians and archaeologists is essential for a well-written response – this one mentions Fiorelli as well as his actual research

**3. Relevant complimentary source:** More evidence to support this new idea (technological advancements), this time regarding Herculaneum (it's important to mention information about BOTH Pompeii and Herculaneum)

**4. Lack of analysis:** ‘Vital information’ is highlighted because the response doesn’t actually explain what that ‘vital information’ is; it’s good to mention that something has had an impact, but it’s better to provide specific examples, such as ‘birth rate, age and diet’ for this part in particular

**5. Given source reference:** Incorporates Source G into the response in a relevant manner, which is one of requirements of a Band 6 response

**6. Given source reference:** Incorporates Source H into the response in a relevant manner, which is one of requirements of a Band 6 response. Although, this could have been discussed with more detail than a single sentence to ensure you’re mentioning all the important information in the Source, rather than just listing it in passing

**7. Structure, Syntax, Format:** While this information is useful, it is repetitive. Paragraph 1 already mentioned new technologies, so by returning to it in the third paragraph indicates that this response was rushed and lacked a proper structure, and the student was probably regurgitating information that they had already mentioned in the hopes of getting more marks.

If possible, try to mention new information in every sentence or paragraph, rather than rehashing old ideas. Also make sure you have a well-planned structure before you begin writing your response, otherwise it could result in a poorly structured response like this.

**8. Lack of analysis:** Similar to 4, just stating ‘revealed new information’ is pointless unless you’re actually mentioning what that new information is. Ensure you mention lots of specific pieces of evidence, rather than making blanket statements like this that contribute little to the argument.

# Key Differences Between Bands 4, 5 & 6

There are three main areas of difference between the Band 4, 5, and 6 responses: information, sources, and structure.

## Area #1: Information

### Band 6:

- Responses will provide an **informed and comprehensive explanation!**
- Informed = a **strong understanding** of the topic/question
- Comprehensive = a **well-rounded understanding of the topic/question**, including a variety of information that covers most of the vital points

### Band 5:

- Responses will provide an **informed explanation**
- Informed = a **strong understanding of the topic/question**

### Band 4:

- Responses will provide **relevant information**
- Relevant = information **relating to the topic/question**, but **not enough information to satisfy the markers** e.g. important ideas/people/dates

## Area #2: Sources

### Band 6:

- Responses will **integrate sources and own knowledge relating to both Pompeii and Herculaneum!**
- Integrate = **incorporate evidence throughout the entire response**, using **sources and own knowledge** to support your argument
- Both Pompeii and Herculaneum = **provides information relating to both cities**, rather than just one

### Band 5:

- Responses will use **sources and own knowledge relating to both** Pompeii and Herculaneum
- Use = **uses evidence sporadically** throughout the response, using sources and own knowledge to **support some aspects of your argument**
- Both Pompeii and Herculaneum = **provides information relating to both cities**, rather than just one

### Band 4:

- Responses will use **sources and own knowledge** relating to Pompeii and/or Herculaneum
- Use = **uses evidence sporadically throughout the response**, using sources and own knowledge to **support some aspects of your argument**
- Pompeii and/or Herculaneum = **provides information relating to one of the cities**, neglecting information on the other

## Area #3: Structure

### Band 6:

- Responses will provide a **detailed, structured response** using a **range of appropriate historical terms and concepts!**
- Detailed = information **explored in-depth**, rather than brushed over
- Structured = a **clear, coherent structure** where each **point follows logically to the next**, rather than jumping from random idea to random idea
- Range of appropriate = a **wide variety of sources that are relevant to the question**

### Band 5:

- Responses will provide a **structured response using appropriate historical terms and concepts**
- Structured = a **clear, coherent structure** where each **point follows logically to the next**, rather than jumping from random idea to random idea
- Appropriate = **use of sources that are relevant to the question**, but may only **use a few sources** rather than a wide variety

## Band 4:

- Responses will provide a response **using some appropriate historical terms and concepts**
- Response = a response that is **not very detailed or structured, does not explore information in depth** and information seems to **jump from random idea to random idea**
- Some appropriate = use of some sources that are relevant to the question, but **may only use a few sources rather than a wide variety**



# PART 2: STUDY SKILLS

HSC ANCIENT HISTORY



# How to Write Effective HSC Ancient History Study Notes

Have you ever been overwhelmed at the prospect of writing HSC Ancient History Notes?

Maybe you've thought, "how can I possibly tackle THIS much information? Where do I even start?"

Well, have no fear! This guide will take you through a simple, step-by-step formula for creating an excellent set of personalised and well-rounded HSC Ancient History Notes that will help you smash your assessments and exams.

## Step 1: Structure Your HSC Ancient History Notes

One of the most common difficulties students have with creating notes is figuring out a **smart and effective way to structure the notes.**

When we interviewed a variety of high-achieving HSC Ancient History students we discovered that the most efficient and easy-to-understand method of structuring notes was to **base them strictly around the syllabus here.**

### Using the HSC Ancient History Syllabus

So, we've said that the best way to structure your notes is by basing them around the HSC syllabus, but what exactly does that look like?

## Well, here is the syllabus for Pompeii and Herculaneum:

### Content

Students investigate:

#### Survey

- the geographical setting and natural features of Campania (ACHAH365, ACHAH371) ↕
- the eruption of AD 79 and its impact on Pompeii and Herculaneum (ACHAH367, ACHAH372) 📄
- early discoveries and the changing nature of excavations in the 19th and 20th centuries (ACHAH369) 📄 📄 🌐
- representations of Pompeii and Herculaneum over time (ACHAH383) 📄 ↕

#### Focus of study

##### Investigating and interpreting the sources for Pompeii and Herculaneum

- the evidence provided by the range of sources, including site layout, streetscapes, public and private buildings, ancient writers, official inscriptions, graffiti, wall paintings, statues, mosaics, human, animal and plant remains from Pompeii and Herculaneum, as relevant for:
  - the economy: role of the forum, trade, commerce, industries, occupations (ACHAH374) 🌐 ✨
  - the social structure: men, women, freedmen, slaves (ACHAH375) 📄 🌐
  - local political life: decuriones, magistrates, comitium (ACHAH373) 🌐 🗳️
  - everyday life: housing, leisure activities, food and dining, clothing, health, baths, water supply, sanitation (ACHAH377) 🌐 ✨
  - religion: household gods, temples, foreign cults and religions, tombs (ACHAH376) 🌐
  - the influence of Greek and Egyptian cultures: art and architecture (ACHAH378) 🌐

Remember, both the survey and focus of study are examinable, so you want to address both of these in your notes.

And here's an example of how to structure your notes around the syllabus, which in this case is: The geographical setting and natural features of Campania.

## The geographical setting and natural features of Campania

### Geographical Setting

- Pompeii and Herculaneum are located on the plain of Campania, 200km south of Rome
- Extends from Volturno River (north) to Sorrentine Peninsula (south)
- Area framed by mountains, River Sarno runs east to west into the bay
- Region is geologically unstable, often experiences seismic activity
- Herculaneum's position (on the coast of Bay of Naples) allowed for seaside views, which along with its climate, attracted wealthy Romans
- "The most beautiful, not only in Italy, but in the entire world." - Florus, on the coast line
- Climate: hot, dry summers, mild wet winters. "So mild" - Pliny the Elder

### Natural Features

- Mount Vesuvius (1300m high) dominated the landscape
- Herculaneum is 7km west of Vesuvius and Pompeii is 10km south
- Thousands of years of volcanic activity led to rich, natural resources
- Farmers grew wheat, barley and vegetables. Grapevines grown for wine, particularly on Vesuvius
- "Bacchus loved the shoulders of this mountain" - Martial, about Mount Vesuvius
- Fresco in the Villa of Mysteries depicts Bacchus on Vesuvius
- Local clay was used for pottery and local sand mixed with lime for cement

The headings and subheadings here are based, word for word, on the syllabus dot-points to allow for ease of use and improved memory retention.

But still you might be asking: ***How do I structure my notes based on syllabus headings if there are multiple things to cover in a single dot-point?***

**Well, we've got you covered for that too.**

## Breaking Up the HSC Ancient History Syllabus Dot-points

Let's use another dot point as an example: **religion: household gods, temples, foreign cults and religions, tombs.**

A great way to simplify the structure of your notes when dealing with large dot-points like this one is to **break it down into simple ideas that can be elaborated on individually.**

For this example, you would separate your notes into **four sections** based on the headings: **household gods, temples, foreign cults and religions, and tombs**. As in the syllabus, these would all come under the heading Religion in your notes.

This keeps the individual aspects of each dot-point **visually distinguishable** and therefore **make them easier to memorise** and understand in context with the other aspects of the syllabus.

## Step 2: Add Sources to your HSC Ancient History Notes

Ancient History is a subject that's **founded on sources**. Without archaeology and the writings of modern and classical historians, we would have none of the information that we learn about in the HSC.

NESA recognises this, emphasised by the fact that they deem **the inclusion of sources mandatory for any Band 6 response**. As such, **it is vitally important to include sources** in your HSC Ancient History notes to increase your source vocabulary and, as a result, increase the quality of your exam responses.

In your notes you should aim to **include a variety of types of archaeological sources**, such as buildings, inscriptions, physical remains and other artefacts, as well as references to the work of modern historians.

Here is an example of how you can incorporate sources into your notes, using the dot point **economy: commerce** as an example.

## Commerce

- There were many types of shops selling utensils, tools, pottery and food/drink
- Shops selling food and drink were the most common. In Pompeii, 20 cauponae (taverns) and 130 thermopolia have been excavated
- There was a mixed market once a week in Pompeii's forum. **A public inscription notice read "dies nundinae" (market day) was Saturday**
- At markets, temporary stalls sold fruit, vegetables, spices, perfumes and flowers
- The macellum was a permanent market at Pompeii's forum, selling meat, fish and food supplies. **Excavation of the macellum revealed remains of fish and bones, fruits and cereals. The centre area had a fishtank, fountain and workbench**
- The building of Eumachia, matron of the fullers' guild, is believed to have been a market and showroom for cloth and wool. **"It is well adapted for a clothier's exchange; a bazaar for the sale of cloth and articles of clothing." - A Mau**
- Market gardens covered up to 10% of urban areas. **Professor Jashemski deduced that gardens, vineyards and orchards could be commercial:**
  - **Uncovered a flower garden market - identifiable through its elaborate watering system**
  - **Found a vineyard with over 2000 stalked grapevines and 58 trees**

Here, the information regarding commerce is supported with quotes and interpretations from historians, as well as archaeological sources (indicated by bold text and underlined text).

However, **you don't want to overload your notes with too many sources.**

The key to a great set of notes is finding a **balance between source and information.**

As a general rule of thumb, **aim for 2-5 sources (of varying types) for each 'idea' or subheading**, depending on how much information each subheading covers.

For example, under the subheading **women** under **social structure**, you might like to include three sources. These three could be: buildings such as the House of Julia Felix, written sources such as graffiti, and paintings in homes and brothels. This gives a variety of types of sources, which can be adapted.

If you include too many sources, especially for small ideas or subheadings like that one, you'll soon find yourself overwhelmed with a set of notes that are way too large to be able to use effectively, regardless of how detailed they are.

## Step 3: Make Them Personal

One of the reasons that writing your *own* notes is a necessity is because **everyone writes notes differently**. What does that *mean*?

- **Some like to structure their information:**
  - In dot-points (the most common structure)
  - In short paragraphs
  - In long expositions
- **Some like to include sources:**
  - As simple dot-points
  - As part of a table
- **Some like to define tricky ancient terms:**
  - In the sentence they use them (e.g. “Most houses have **lararia** – small shrines dedicated to the **lares**“)
  - In a separate glossary
- **Some like to write in:**
  - Long, full sentences (e.g. “*Tombs were constructed outside the city walls, along the busiest streets, and near the gates.*”)
  - Short, truncated sentences (e.g. “*Tombs were outside city walls, along busy streets, near gates.*”)

**Discovering your own personal style of note-taking is part of the process and will occur naturally through trial-and-error.**

Maybe you want to include the definition of terms wherever they’re mentioned, or maybe you don’t want to define them at all in order to save space (if you already know what they mean).

**Don’t write your notes for anyone else except you.**

If you want to shorten sentences in a way that only you will understand, *do it*.

**As long as it makes it easier for you to read and memorise later on, personalising your notes is a great way of learning the content.**

Whatever you think might help you remember the information in your notes better, do it!

Not sure what type of learner you are and how to structure your notes? Check out this **[handy guide here!](#)**

## Step 4: Update Regularly

As you move throughout the year, be sure to keep your HSC Ancient History notes updated with any new information you learn.

A great way to do this is to **follow along with the schedule that your class follows.**

For example, if you're just starting Greece, make sure the notes for your last topic are up to date before you move on. If you're halfway through Pompeii and Herculaneum, try your best to update your notes alongside the dot-point you're learning about.

If you're writing your notes at a time when you've already studied a particular topic, then try to review the materials and information you were given for that topic and complete a set of notes for it before you get too deep into the next topic.

Another great way to keep your notes updated is to **collect any resources from school/library/online and cross-reference them with your information** to ensure that your notes are correct and aren't missing any vital information.

For more tips, take a look at **[this article on how to keep your notes up to date!](#)**

And that's it! As long as you follow these steps, you should be well on your way to creating a fantastic personalised set of Ancient History notes that will help you smash the HSC!

# How to Memorise HSC Ancient History Sources

It can be overwhelming trying to memorise ALL of your HSC Ancient History sources... With four extensive periods of history to cover in detail, you're not the only one to ask how to memorise HSC Ancient History Sources.

But there *is* hope.

Believe it or not, thousands of students have managed to pull through the HSC with excellent marks.

**While everyone works differently, we've compiled the most-commonly used strategies for success into a single coherent guide to help you memorise your HSC Ancient History sources.**

Let's dive in!

## Step 1: Write Notes

Wait! Before you run off in fear, let me say my piece: the process of note-writing is necessary for learning the vast amount of content in HSC Ancient History, *but it does not have to be painful.*

Instead of me boring you with an explanation of why notes are useful, let me give you a step-by-step approach of **how** to write notes:

### Step 1: Reference Material

Gather your reference material/s: this could be a textbook, a set of handouts, a book etc.

Anything that you think will contain relevant knowledge to the syllabus.

## Step 2: Syllabus

Use your reference materials to write notes **based strictly on the syllabus dot-points**.

Use each dot-point as **its own heading** and comb through your gathered materials for any information relating to the dot-point and **strip it down to the essential information**.

You want to include enough to be able to **prompt your memory** when you revise the notes later on.

You *don't* want to include every single bit of information under the sun – your notes will simply get too long to be able to efficiently study.

## Step 3: Sources

**Support your notes with sources.**

Ancient History *requires* sources and evidence, so make sure you support most of your notes with quotes from ancient/modern historians *as well as* archaeological sources like artefacts, architecture, art etc.

This third step will be elaborated on in the next section.

For more information on **how to write effective notes for HSC Ancient history**, **check out this article here**, and on **keeping them updated**, read **this one!**

## Step 2: Create a Source Table

As I mentioned before, supporting your notes with sources is a **must**.

One of the most effective ways to ensure you've got enough sources to back up your information is to **create a source table**.

This method is useful because it allows you to cross-reference your information with sources in an easy-to-read table which supports your ability to recall both pieces of information simultaneously.

## So what is a source table?

Information	Source
The climate of Pompeii featured hot dry summers and mild wet winters	<b>Pliny the Elder:</b> <i>“climate so mild”</i>
There was a presence of domesticated animal usage in both Pompeii and <a href="#">Herculaneum</a>	Skeletal remains of a horse found at Herculaneum Dog and mule remains found in a Pompeii pistrina
Women in both Pompeii and Herculaneum had quite a bit of economic freedom	<b>Elaine Fantham:</b> <i>“Women could own property, do business, pay for construction, hold honorific and cultic office, and go about in public”</i>

## Step 3: Create a List of Ancient Terms

Students often trip up on tricky-to-remember and even trickier-to-pronounce ancient terms.

Especially when they’re similar in context and spelling, like *impluvium* and *compluvium* or *taberna* and *torcularia*.

**So what’s a simple way to help wrap you head around these tricky terms? Another table!**

Term	Definition
<b>Cubiculum</b>	Small rooms that may have functioned as bedrooms
<b>Compluvium</b>	The opening of the roof in an atrium
<b>Caldarium</b>	Hot bath
<b>Peristyle</b>	An internal garden surrounded by a colonnade
<b>Forum</b>	A large open space used as the commercial, religious and political hub of Pompeii and Herculaneum
<b>Campania</b>	The area surrounding Pompeii and Herculaneum

## Step 4: Create Mnemonic Devices

Create mnemonic devices/acrostic poems/songs to memorise tricky or otherwise boring/dry information.

They can be extremely helpful for remembering important dates, events, and personalities.

For example, for remembering the order of the Battles of 480-479 BC in Ancient Greece (Thermopylae – Artemisium – Salamis – Plataea – Mycale – Sestos), I used the acronym **TAS PMS**.

## Step 5: Use Alternative Research Methods

**The simple fact is this: not everyone learns the same way.**

Some people find it easier to learn content when taught in-class, whilst others may find it easier to learn via video or audio or reading.

If some traditional methods of research and study don't appeal to you (and you've tried all of the above), here are two alternative forms that you can look into:

### 1. Scholarly Articles:

While this one may seem dry to some, it is certainly effective.

**Reading research papers** on Pompeii and Herculaneum by Wallace-Hadrill or Estelle Lazer is often **a lot more useful than just seeing their names in class** and wondering what it is they're actually talking about.

However, **this method is probably the most difficult as it requires you to engage with articles** which have been published by university graduates which feature dense information.

It is not recommended for everyone, but it is one of the safest alternative methods.

### 2. Video

This one is tricky.

While there are a lot of useful videos on the internet containing information about Pompeii, Herculaneum, Rome, Greece, Egypt and all manner of ancient history, **it may not be relevant to the HSC Ancient History syllabus** (and it may not be of a high quality).

**This is where your discretion becomes vital.**

Search the internet for your topics and see what you can find.

While this is the most temperamental of the alternative research methods, **video is often a lot more engaging than text for many students.**



Some good starter videos on YouTube include: **BBC Documentaries, Crash Course Ancient History, and some videos with 'HSC' in them** (yes, really).

If you're completely lost, search 'HSC [your topic]' and see what you can find. You never know what you might stumble upon.

# The Comprehensive 7 Day HSC Ancient History Study Plan

365 days to study 300 years' worth of Ancient History – where do you even begin with a HSC Ancient History study plan?

There's so much content to memorise, as well as sources and historians!

Unfortunately, writing and rewriting notes alone isn't enough for a Band Six – but doing challenging questions and practice exams will help you get there!

Got only a week until your exam?

**Fear not! This 7 Day Ancient History Study Plan will help you prepare to ace your HSC Ancient History Exam!**

## Day 1: Know Thy Enemy

Before you can get started on your Ancient History study plan, you first need to determine what you have to study.

To make the most of your time, prioritise the areas that you are least familiar or confident with, and focus your initial study here.

### Identify Your Weaknesses

The best way for you to do this is through the **HSC Ancient History Syllabus here**. It's a bit of a read, so here's some page number guides to help you find your topics:

- **Part I:** Core Studies – Cities of Vesuvius: Pompeii and Herculaneum (p.62)
- **Part II:** Ancient Societies (from p.64)
- **Part III:** Personalities and Their Times (from p.73)
- **Part IV:** Historical Periods (from p.84)

Print out the pages which are relevant to you.

Go through each dot point and then on a scale of 0 to 5, rate yourself on your perceived level of knowledge and understanding:

- **0 = I know nothing about this dot point.**
- **5 = I know this dot point back to front**

**Your syllabus should look something like this:**

#### Survey

- the geographical setting and natural features of Campania (ACHAH365, ACHAH371) ✦ 3
- the eruption of AD 79 and its impact on Pompeii and Herculaneum (ACHAH367, ACHAH372) 📖 4
- early discoveries and the changing nature of excavations in the 19th and 20th centuries 2 (ACHAH369) 📖 📖 📖
- representations of Pompeii and Herculaneum over time (ACHAH383) 📖 📖 1

#### Focus of study

##### Investigating and interpreting the sources for Pompeii and Herculaneum

- the evidence provided by the range of sources, including site layout, streetscapes, public and private buildings, ancient writers, official inscriptions, graffiti, wall paintings, statues, mosaics, human, animal and plant remains from Pompeii and Herculaneum, as relevant for:
  - the economy: role of the forum, trade, commerce, industries, occupations (ACHAH374) 📖 ✦ 5
  - the social structure: men, women, freedmen, slaves (ACHAH375) 📖 📖 2
  - local political life: decuriones, magistrates, comitium (ACHAH373) 📖 ✦ 3
  - everyday life: housing, leisure activities, food and dining, clothing, health, baths, water supply, sanitation (ACHAH377) 📖 ✦ 0
  - religion: household gods, temples, foreign cults and religions, tombs (ACHAH376) 📖 4
  - the influence of Greek and Egyptian cultures: art and architecture (ACHAH378) 📖 4

## Ensure your notes correspond with the Syllabus

Carefully read through your Ancient History notes, and make sure they correspond to the dot points and structure in the syllabus.

Tick each syllabus dot point off as you've identified that you've covered them in your notes.

Because the questions in the HSC Exam are based on these syllabus dot points, utilising the syllabus content and structure in your study notes will help you be prepared for the exam.

As you're moving through, pay particular attention to areas that you rated less than 4 in your understanding and knowledge.

## For each dot point check whether your notes include:

- At least three facts about each point
- Three pieces of historical evidence- such as a quotation, or piece of art

If you don't have three facts or pieces of evidence in your notes, and can't think of any off the top of your head, highlight this section- this is what you need to revise.

## Start filling the gaps

Now that you've identified the areas of the HSC Ancient History syllabus you need to work on, and found any gaps in your study notes, it's time to start filling in the gaps.

**Referring to your textbook, class work or online resources, use the following three questions to build your notes and knowledge:**

- *What is the nature of [dot point]?*
- *What evidence supports [dot point]? (x 3)*
- *What does the evidence reveal about [dot point]?*

Let's use the 'temples' from the Pompeii and Herculaneum Syllabus dot point "*religion: household gods, temples, foreign cults and religions, tombs*" as an example.

## Your answers to the above questions may look like this:

### **Q. What is the nature of religious temples?**

Temples and sanctuaries in Pompeii and Herculaneum were dedicated to official state gods (e.g. Jupiter, Juno), the imperial cult (e.g. Augustus), protector deities (e.g. Apollo, Hercules), and foreign gods (e.g. Bacchus, Isis).

### **Q. What evidence supports religious temples? (x 3)**

- Temple of Jupiter dominated the Pompeiian Forum, and was the chief temple of importance
- College of the Augustales was dedicated in Herculaneum to maintain the cult of Augustus and the Iulii

- The Temple of Venus was destroyed in 62AD but by 79AD the foundations of the new temple had just been completed.

### **Q. What does the evidence reveal about religious temples in Pompeii and Herculaneum?**

Pompeii and Herculaneum were religious societies which had a blend of religions from across the Mediterranean which operated cohesively inside a community.

If you haven't kept on top of your study notes, now isn't the time to be writing them or making them pretty but consolidating information of which you may not be so sure.

If you do need a bit of help figuring out how to get on top of your notes, **check out our article on updating your notes here.**

## **Day 2: Core – Pompeii and Herculaneum**

### **Complete a Past Paper for Section One**

From 2019, the layout of the HSC Ancient History Exam has changed. This limits the range of available practice papers which resemble the exam you will be taking.

A good place to start is with the 2019 HSC Ancient History exam paper, **which you can find here!**

**You can also check out our other article with practice questions for Pompeii and Herculaneum!**

Older HSC papers are still usable for practice exams, however you will need to be aware of the differences between these and the current exam structure.

Pre 2018, Ancient History HSC Exams included five multiple choice questions and an extended response that each year related to the last section of the syllabus.

However – the old past papers are not useless, they are still great practice for the real thing! Just be mindful and aware that some of the sections will look different and the question types may be different.

**For access to these previous Ancient papers, check out our master list here!**

**Try and complete the practice paper under exam conditions – closed book and within 45 minutes.**

When you're done, check it against the Marking Guidelines, if they are available, and give yourself an honest marking.

**If you get a question wrong, or lose a mark, take note of why:**

- Silly mistake
- Did not know answer
- Misunderstood question
- Incorrect knowledge

This way, you know what you'll need to brush up on.

## Revise Your Notes

For the areas you've identified as needing more work, go back to the HSC Ancient History syllabus.

**Ask yourself the same questions as set out above:**

- *What is the nature of [dot point]?*
- *What evidence supports [dot point]? (x 3)*
- *What does the evidence reveal about [dot point]?*

Answer these out aloud using your own knowledge. When you're done, look back to your notes.

**Now, give yourself an honest rating of how well you did:**

- **0/5** – No attempt, or completely incorrect
- **1/5** – Attempt made, but mostly incorrect
- **2/5** – Source listed but no correct fact provided OR correct fact provided by no source
- **3/5** – Sources listed but fact is erroneous OR sources are erroneous, but fact is correct
- **4/5** – 2/3 sources are correct and substantiate the fact OR 3/3 sources are correct, but fact is erroneous/incorrect
- **5/5** – All sources are listed and correctly substantiate the fact

**Anything less than a 3/5 should be revised once more. Don't stress out if you're not getting everything correct!**

Remember, you are marking yourself, and more often than not, we can be a harsher critic to ourselves than markers will be!

## Day 3: Ancient Societies

**The questions for Ancient Societies often (but not always) follow a similar form:**

- What is... (object)?
- What was a feature of (subject)?
- What is the role of (subject)?
- What does (source) reveal about (subject) during (this) period?

Given that this is generally what is asked, go through your notes and revise by asking yourself the above questions with reference to the Ancient Society you've studied.

**Don't forget to also consider the key outcomes for the topic as prescribed by NESA.**

## Revise Your Notes

Your questions should shape themselves towards the key features of the dot point. For example, if you are studying '**Option A: New Kingdom Egypt society to the death of Amenhotep III**' and you're going through the point '*The economy* –

*importance of the Nile: agriculture...* you would want to ask yourself the following questions:

- What is the importance of the Nile in Egyptian economy?
- What was a feature of the Nile in Egyptian agriculture?
- What was the role of the Nile in Egyptian agriculture, and thus the economy?
- What does (2 sources) reveal about the Nile in Egyptian agriculture during this period?

Anything that you cannot recall in less than 10 seconds, you need to revise.

## Past Paper

Grab yourself a practice paper from above and put yourself under exam conditions. Having revised, you should have a general idea of everything inside the exam using the above questions.

Again, mark your responses against the Marking Criteria, and complete any necessary further revision.

## Day 4: Personalities in their Times

The content focus for this topic is:

*Students develop an understanding of ONE ancient personality in the context of their time, through a range of archaeological and written sources and relevant historiographical issues.*

Thus, when you study your Personality, define it through this lens.

## Practice Extended Responses

Like with the other topics, the best thing you can do to prepare is to revise your notes, and then practice applying your knowledge to practice questions.

**Again, there have been changes to the layout of this section of the HSC Exam.**

While there used to be a 10 and a 15 mark question, in the new syllabus, there could be two or three questions, adding up to a total of 25 marks.

Use the 2019 HSC Ancient History exam paper to practice your extended responses.

To test your knowledge on your personality, the best thing you can do is answer these questions for each dot point:

- *What is the nature of [dot point]?*
- *What evidence supports [dot point]? (x 3)*
- *What does the evidence reveal about [dot point]?*

Complete a practice paper, and using marking criteria and notes from the marking centre, grade your response.

Use the three questions above to consolidate any gaps revealed in your knowledge after completing the questions.

## Day 5: Historical Periods

### Revision

Your historical period essay questions will always require you to make a judgement on an issue.

Through inspecting the Content Focus, we can garner a lot of information about what the question will ask you:

**Content Focus:** Through an investigation of the **archaeological and written sources** of ONE historical period, students learn about the **nature of power and authority**, **significant developments** that shaped the historical period, as well as relevant **historiographical issues**.

**Considering this, ask yourself the following questions:**

#### Developments and Forces

- What was the development of the society?
- What were the causes or catalysts for the development?
- What/whom triggered the development within the society?
- What was the impact of the development upon the historical period as a whole?

- Was the development successful/beneficial/fulfilling of its aims, and if so, how much?
- What was the importance of the development for the society?

## Historiographical Issues

- Why are the accounts different?
- What accounts are there of this historical period?
- Which account do you think is the most valid? Why?
- Whose interpretation do you agree with? Can both be right?

For excellence, allocate one dot point to each of these questions and give a 150 word outline to a draft essay with at least 4 sources each.

## Practice Exam

Grab yourself a practice exam from above and write it under exam conditions.

For an extra challenge, give yourself 10% less time so you get comfortable with exam conditions!

## Day 6: Fine Tuning

### Identify Problem Areas

Skim the entire HSC Ancient History syllabus, identify any remaining problem areas, and focus on perfecting those in time for the exam.

*Struggling with Pompeii and Herculaneum?* Dedicate most of your spare time to that.  
*Bemused by your Ancient Society?* Go back and ask yourself the three vital questions in the **'look – cover – write – check' style**.

Spend twenty minutes or so revising your notes and working through the problem areas. Then, take a breather and get yourself prepared to do a complete practice exam.

## Practice Exam

Select an old exam, or put one together using different relevant sections from above. Complete the exam as if it was your HSC – **closed book, within three hours**.

Keep an eye on your timing, try to spend no longer than 45 minutes on each section.

## Day 7: Last Minute Preparation

It's the day before your exam! Let's get down to it.

### Revise Each Section

Make sure you have a look over all areas of study, including the Core topic, Ancient Societies, Personalities and Their Times and Historical Periods.

### Essay Preparation

Prepare a variety of both ancient and modern evidence (including archaeological evidence).

Break down your essay into paragraphs based on certain thematic ideas.

For example, consider the HSC question: "How did Xerxes administer his empire?".

You could focus on his satrapy system in one paragraph, his religious policy in another, his foreign policy in a third etc. until you've run out of time or ideas. Most of your paragraph topics can come straight from syllabus points, like the ones I've just mentioned.

### Know Your Problem Areas

Identify and perfect problem areas with a question and answer style approach. Construct questions on parts of the syllabus you don't feel as confident in and answer them aloud or write them out.

You could use flashcards to help test yourself or even get a friend or family member to help you out!

### Get a Good Sleep

Get a good night's sleep – this means 8+ hours!

Sacrificing sleep for study never pays off, so get a good amount of shut-eye even if you think you're not fully prepared.

## Don't Stress!

Don't stress! The HSC exams are almost here, but that means they're almost over.

Keeping calm and positive is the best thing you can do for yourself from now until your final exam.

With this, you should feel much more prepared for your HSC Ancient History Exam!



Art of Smart

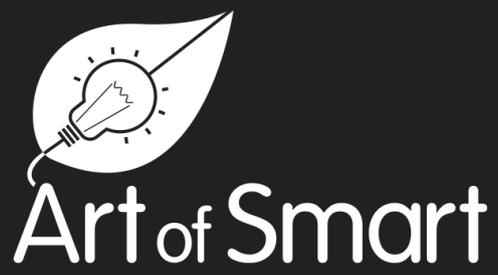


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