

STUDENT NUMBER Letter

HISTORY: ANCIENT HISTORY

Written examination

Day Date

Reading time: *.*.* to *.*.* (15 minutes)

Writing time: *.*.* to *.*.* (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
A – Egypt – Part 1	1	1	20
– Part 2	2	1	20
B – Greece – Part 1	1	1	20
– Part 2	2	1	20
C – Rome – Part 1	1	1	20
– Part 2	2	1	20

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 28 pages, including **assessment criteria for Part 2** on page 28.
- Detachable insert for Part 1 of all sections in the centrefold.
- Additional space is available at the end of the book if you need extra paper to complete an answer.

Instructions

- Detach the insert from the centre of this book during reading time.
- Write your **student number** in the space provided above on this page.
- Students should select **two** sections and answer **all** questions in Part 1 and **one** question in Part 2 of both sections.
- All written responses must be in English.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

SECTION A – Egypt

Part 1 – Living in an ancient society

Instructions for Section A – Part 1

Please remove the insert from the centre of this book during reading time.

Refer to page 1 of the insert when responding to Section A – Part 1.

Answer **all** questions in the spaces provided.

Question 1 (20 marks)

- a. Describe the depiction of Anubis and Hathor in the tomb decoration (Source 1). Outline what differentiates them from the figures they are each facing. 5 marks

- b. Explain **two** symbols depicted in the tomb decoration (Source 1) that relate to Egyptian values and beliefs.

5 marks

- c. Using Source 1 and other evidence, discuss the role of the pharaoh in Egyptian society of the New Kingdom. 10 marks

Part 2 – People in power, societies in crisis**Instructions for Section A – Part 2**

Write an essay on **one** of the following questions in the space provided.
Your response will be assessed according to the criteria set out on page 28.

Question 2 (20 marks)

‘Akhenaten’s reforms were political in intent, but caused religious upheaval.’

Discuss.

OR

Question 3 (20 marks)

Discuss the historical role of Nefertiti during the Amarna Period.

Question no.

END OF SECTION A
TURN OVER

b. What does Source 3 suggest about the role of women in Greek society?

5 marks

Part 2 – People in power, societies in crisis**Instructions for Section B – Part 2**

Write an essay on **one** of the following questions in the space provided.
Your response will be assessed according to the criteria set out on page 28.

Question 2 (20 marks)

‘The Peloponnesian War (431–404 BCE) was caused by Spartan fear of Athenian power.’

Discuss.

OR

Question 3 (20 marks)

‘Sparta claimed that it sought to free the Greek world.’

To what extent did this claim reflect Spartan policy during the Peloponnesian War (431–404 BCE)?

**END OF SECTION B
TURN OVER**

SECTION C – Rome

Part 1 – Living in an ancient society

Instructions for Section C – Part 1

Please remove the insert from the centre of this book during reading time.

Refer to page 4 of the insert when responding to Section C – Part 1.

Answer **all** questions in the spaces provided.

Question 1 (20 marks)

- a. Explain **two** ways in which the Romans responded to the defeat of their armies at the Battle of Cannae according to Livy and Polybius (Sources 1 and 2). 5 marks

- b. Explain the political consequences of the Battle of Cannae for Rome. In your response, use your own knowledge and Sources 1 and 2.

5 marks

Part 2 – People in power, societies in crisis**Instructions for Section C – Part 2**

Write an essay on **one** of the following questions in the space provided.
Your response will be assessed according to the criteria set out on page 28.

Question 2 (20 marks)

‘The pursuit of military glory and power was the most destructive force in the Roman Republic between 133 and 23 BCE.’

Discuss.

OR

Question 3 (20 marks)

Evaluate the extent to which Julius Caesar’s alliance with Pompey and Crassus caused change in the Roman Republic.

Assessment criteria

The essay in Part 2 of Sections A, B and C will be assessed against the following criteria:

- construction of a coherent and relevant historical argument that addresses the specific demands of the essay question
- demonstration of historical knowledge that is accurate and appropriate for the essay question
- use of historical thinking concepts
- use of primary sources and historical interpretations as evidence

END OF QUESTION AND ANSWER BOOK



Insert for Part 1 of Sections A, B and C

Please remove from the centre of this book during reading time.

SECTION A – Egypt

Source 1

Wall decoration from the tomb of Thutmosis IV



Photograph: S. Vanni/De Agostini/Getty Images

**END OF SECTION A
TURN OVER**

SECTION B – Greece

Source 1

On the other hand if I must say anything on the subject of female excellence to those of you who will now be in widowhood, it will be all comprised in this brief exhortation. Great will be your glory in not falling short of your natural character; and greatest will be hers who is least talked of among the men whether for good or for bad.

Source: Thucydides, *The Peloponnesian War*, JM Dent, London, EP Dutton, New York, 1910;
www.perseus.tufts.edu/hopper/

Source 2

Have the luxurious rites of the women glittered
Their libertine show, their drumming tapped out crowds,
The Sabazian Mysteries¹ summoned their mob,
Adonis been wept to death on the terraces,
As I could hear the last day in the Assembly?
For Demonstratus²—let bad luck befoul him—
Was roaring, “We must sail for Sicily,”
While a woman, throwing herself about in a dance
Lopsided with drink, was shrilling out “Adonis,
Woe for Adonis.” Then Demonstratus shouted,
“We must levy hoplites at Zacynthus,”
And there the woman, up to the ears in wine,
Was screaming “Weep for Adonis” on the house-top,
The scoundrelly politician, that lunatic ox,
Bellowing bad advice through tipsy shrieks:
Such are the follies wantoning in them.

Source: Aristophanes, *Lysistrata*; www.perseus.tufts.edu/hopper/

¹**the Sabazian Mysteries** – a religious cult that originated in Asia Minor

²**Demonstratus** – an Athenian politician

Source 3

Black-figure terracotta plaque depicting a funeral scene (c. 550 BCE)



Source: © The Walters Art Museum (<http://thewalters.org>)

SECTION C – Rome

Source 1

The reports which reached Rome left no room for hope that even these remnants of citizens and allies were still surviving; it was asserted that the army with its two consuls had been annihilated and the whole of the forces wiped out. Never before, while the City itself was still safe, had there been such excitement and panic within its walls. I shall not attempt to describe it, nor will I weaken the reality by going into details. After the loss of the consul and the army at Trasumennus the previous year, it was not wound upon wound but multiplied disaster that was now announced. For according to the reports two consular armies and two consuls were lost; there was no longer any Roman camp, any general, any single soldier in existence; Apulia, Samnium, almost the whole of Italy lay at Hannibal's feet. Certainly there is no other nation that would not have succumbed beneath such a weight of calamity.

Source: Livy, *History of Rome*, Rev. Canon Roberts (trans.), EP Dutton and Co., New York, 1912; www.perseus.tufts.edu/hopper/

Source 2

The result of the battle [of Cannae] meant that the war reached exactly the critical point that both sides had expected. Their achievement brought the Carthaginians immediate mastery of almost all the rest of the coastline ... The Carthaginians even found themselves in a position to anticipate capturing Rome itself in short order. And for the Romans the defeat meant that they immediately gave up any hope of retaining supremacy in Italy, and brought them to the point where they were at serious risk of losing their lives and the very soil of their homeland, and where they fearfully expected to do so, since they anticipated Hannibal's arrival at any moment.

... Nevertheless, the Senate continued to do their best: they tried to alleviate the general gloom, they secured the city, and they did not let fear get the better of them as they debated the crisis.

Source: Polybius, *The Histories*, R Waterfield (trans.), Oxford University Press, New York, 2010, p. 222