

STUDENT NUMBER

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# HISTORY: ANCIENT HISTORY

## Written examination

Thursday 26 November 2020

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 pm (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 space 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.

### At the end of the examination

- You may keep the detached insert.

**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 pages 1 and 2 of the insert when responding to Section A – Part 1.  
Answer **all** questions in the spaces provided.

#### Question 1 (20 marks)

a. Outline the problems in New Kingdom Egypt according to Source 1.

4 marks

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**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 assessment criteria set out on page 28.

**Question 2** (20 marks)

Discuss how moving the capital from Thebes to Akhetaten contributed to tensions during the Amarna Period.

**OR**

**Question 3** (20 marks)

Discuss how the building projects of Amenhotep III reflect changing religious beliefs and practices in the Eighteenth Dynasty.

DO NOT WRITE IN THIS AREA









**SECTION B – Greece**

**Part 1 – Living in an ancient society**

**Instructions for Section B – Part 1**

Please remove the insert from the centre of this book during reading time.  
Refer to pages 2 and 3 of the insert when responding to Section B – Part 1.  
Answer **all** questions in the spaces provided.

**Question 1 (20 marks)**

- a. Outline the reasons why the Persians went to war against Greece according to Source 1. 4 marks

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**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 assessment criteria set out on page 28.

**Question 2** (20 marks)

‘The Mytilene Debate shows how the Athenians treated their empire from 460 to 427 BCE.’

Discuss.

**OR**

**Question 3** (20 marks)

Discuss the extent to which Alcibiades was responsible for the defeat of Athens by 403 BCE.

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**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. Outline the reasons why the Roman Senate objected to the proposed bills according to Source 1.

4 marks

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b. Explain how the Roman Senate used its political influence before 287 BCE. In your response, use your own knowledge and Source 2.

6 marks

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**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 assessment criteria set out on page 28.

**Question 2** (20 marks)

Discuss how Pompey's military and political career contributed to the fall of the Roman Republic.

**OR**

**Question 3** (20 marks)

Discuss the extent to which the political actions of Augustus caused the fall of the Roman Republic.

DO NOT WRITE IN THIS AREA













**Assessment criteria for Part 2**

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

DO NOT WRITE IN THIS AREA

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

All was not well in Egypt ... The period of turmoil before [Ramesses III's] accession had led to corruption and various abuses, and he was forced to inspect and reorganize the various temples throughout the country. The Great Harris Papyrus enumerates<sup>1</sup> the huge donations of land he made to the most important temples in Thebes, Memphis, and Heliopolis, and to a lesser extent to many smaller institutions as well. By the end of his reign a third of the cultivable land was owned by the temples and of this three-quarters belonged to Amun of Thebes. This development upset the balance between temple and state and between the king and the ever more powerful priesthood of Amun. An overall loss of control over the state finances and economic crisis were the result; grain prices soared and the monthly rations to the workmen at Deir el-Medina, which had to be paid by the state treasury, were soon in arrears<sup>2</sup>, leading in year 29 [of his reign] to the first recorded organized strikes in history. Things were made worse by repeated raids by groups of Libyan nomads in the Theban area, which created a general sense of insecurity.

Source: J Van Dijk, 'The Amarna Period and the Later New Kingdom (c. 1352–1069 BC)', in I Shaw (ed.), *The Oxford History of Ancient Egypt*, Oxford University Press, New York, 2002, pp. 305 and 306

<sup>1</sup>**enumerates** – makes a list of

<sup>2</sup>**in arrears** – falling behind

#### Source 2

Perfect god, Montu<sup>1</sup> for Egypt, with great strength like Ba'al<sup>2</sup> against the foreign lands,  
 With brawny<sup>3</sup> arms and robust heart, boastful and skilled in his might,  
 A great wall enveloping Egypt – no land has come to injure it! – King of Upper and Lower Egypt, Lord of the Two Lands (...).  
 Lo, now!<sup>4</sup> The northern lands who were in their islands were agitated in their limbs,  
 They penetrated the channels of the Nile mouths, (but) their noses were blocked up from breathing the air.  
 His Majesty went forth like a storm against them, fighting in the breach like a runner,  
 Dread of him and terror of him imbued<sup>5</sup> their limbs (and they) were turned over and destroyed on the spot!  
 Their hearts seized, their souls in flight, their weapons strewn<sup>6</sup> in the sea;  
 His arrow hit whomever of them he wanted, while the fugitive floundered in the water;  
 His Majesty was the likeness of an angry lion, mauling his attacker with his paws,  
 Grabbing on his right, winning on his left, like Seth<sup>7</sup> destroying 'The Malevolent,'<sup>8</sup>  
 For it is Amun-re<sup>9</sup> that fells<sup>10</sup> the lands for him, that crushes every land for him beneath his feet.

Source: DB Redford, *The Medinet Habu Records of the Foreign Wars of Ramesses III*, Brill, Leiden, 2018, pp. 26 and 27; courtesy of Brill

<sup>1</sup>**Montu** – god of war

<sup>2</sup>**Ba'al** – god of thunder

<sup>3</sup>**brawny** – muscular

<sup>4</sup>**Lo, now!** – Look, now!

<sup>5</sup>**imbued** – filled

<sup>6</sup>**strewn** – scattered

<sup>7</sup>**Seth** – god of violence and disorder

<sup>8</sup>**The Malevolent** – he who wants to do harm to others

<sup>9</sup>**Amun-re** – Amen-Ra

<sup>10</sup>**fells** – clears

**SECTION A – continued**  
**TURN OVER**

**Source 3**

Scene from the north wall of Medinet Habu, illustrating the Egyptian campaign led by Ramesses III against the Sea Peoples in what has come to be known as the Battle of the Delta



Source: The History Collection/Alamy Stock Photo

**SECTION B – Greece****Source 1**

[At] last I have found a way to win [...] shall bear the yoke of servitude<sup>3</sup>.

Due to copyright restrictions,  
this material is not supplied.

Source: Herodotus, *The Histories*, Aubrey de Sélincourt (trans.), revised with introduction by J Marincola, Penguin Books, London, 2003, pp. 416 and 417

<sup>1</sup>**Hellespont** – narrow stretch of water separating Greece and Asia Minor

<sup>2</sup>**Pelops the Phrygian** – mythological hero who settled in the Peloponnese and was said to have come from Asia Minor

<sup>3</sup>**bear the yoke of servitude** – suffer enslavement

**Source 2**

Battle of Salamis – map showing the location of the Greek and Persian fleets in the straits of Salamis



Source: adapted from V Ehrenberg, *From Solon to Socrates: Greek History and Civilization During the 6th and 5th Centuries BC*, Methuen & Co. Ltd., London, 1971, p. 159

**Source 3**

The following extract is from Aeschylus's play *The Persians* (472 BCE). Aeschylus is thought to have fought at the Battle of Salamis. In the extract, the messenger is describing the Greek reaction to the start of the battle.

At once, on a word of command, they all pulled their oars together, struck the deep sea-water and made it roar – and then suddenly they were all there in plain sight. First there was the right wing, leading the way with good order and discipline, and then the whole fleet coming on behind, and from all of them together one could hear a great cry: 'Come on, sons of the Greeks, for the freedom of your homeland, for the freedom of your children, your wives, the temples of your fathers' gods, and the tombs of your ancestors! Now all is at stake!'

Source: Aeschylus, *Persians, Seven Against Thebes, Suppliants, Prometheus Bound*, AH Sommerstein (ed. and trans.), Harvard University Press, Cambridge, Mass., 2008, pp. 59–61

## SECTION C – Rome

### Source 1

War and political dissension [...] Canuleius and the populace on the other ...

Due to copyright restrictions,  
this material is not supplied.

Source: Livy, *The Early History of Rome: Books I–V of The History of Rome from Its Foundations*, Aubrey de Sélincourt (trans.), introduction by RM Ogilvie and preface and additional material by SP Oakley, Penguin Books, London, 2002, pp. 287 and 288

<sup>1</sup>**bill** – proposed law

<sup>2</sup>**dregs** – most worthless

### Source 2

The short acronymic<sup>1</sup> formula for the Roman Republican state was SPQR (Senatus Populus Que Romanus); ‘Senate and Roman People’ in that order, not PRSQ, ‘Roman People and Senate’. The Senate, which consisted of all current magistrates above the level of quaestor and ex-magistrates in good moral and economic standing (eligibility was based upon a very high property qualification), had effective initiative and control in matters of public finance and foreign policy. The board of ten Tribunes of the Plebs, who were elected only by plebeian voters, were not technically magistrates (and so not Senators) ... After 287 [BCE], they were typically not radical anti-Senate populist politicians but ambitious plebeians on the first rung of the governmental ladder that would eventually lead, they hoped, to membership of an increasingly conservative and reactionary Senate. Tribunes had a veto on all legislation, but custom and precedent demanded that any legislative proposal be vetted in advance by the Senate, and key Senatorial players could even use one Tribune to veto another Tribune ...

Source: P Cartledge, *Democracy: A Life*, Oxford University Press, Oxford, 2016, p. 256

<sup>1</sup>**acronymic** – made from the first letters of a phrase