



HIGHER SCHOOL CERTIFICATE EXAMINATION

1995

ANCIENT HISTORY

2/3 UNIT (COMMON)

*Time allowed—Three hours
(Plus 5 minutes' reading time)*

DIRECTIONS TO CANDIDATES

- Attempt **FOUR** questions, **ONE** from Section I, **ONE** from Section II, and **TWO** from Section III.
- Choose questions from **AT LEAST TWO** of the following areas: Egypt, Near East, Greece, Rome.
- All questions are of equal value.
- Answer each question in a *separate* Writing Booklet.
- You may ask for extra Writing Booklets if you need them.

SECTION I—ANCIENT SOCIETIES

Attempt ONE question.

Answer the question in a *separate* Writing Booklet.

PART A—EGYPT**QUESTION 1. Society in Old Kingdom Egypt**

EITHER

- (a) To what extent were there changes in the relationship between the ruler and the gods and the ruler and his people in Old Kingdom Egypt?

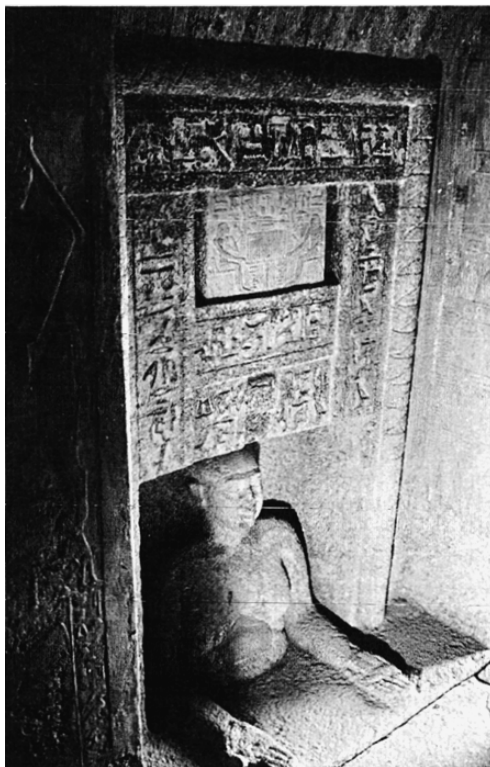
OR

- (b) Use Source 1 and your own knowledge to answer the following.

Explain the preparations the Old Kingdom rulers and nobility made for the afterlife.

SOURCE 1

'Eye of Horus', G Callender, Addison Wesley Longman, 1993, fig. 4.38



KA STATUE IN A NOBLE'S TOMB

OR

- (c) Evaluate the benefits and disadvantages of pyramid building to society in Old Kingdom Egypt.

QUESTION 2. Society in Middle Kingdom Egypt*EITHER*

- (a) Use Source 2 and your own knowledge to answer the following.

What did Middle Kingdom Egyptians believe about the afterlife? Explain how these beliefs influenced their preparations for the afterlife.

SOURCE 2

Courtesy Metropolitan Museum of Art, New York



A MIDDLE KINGDOM COFFIN

OR

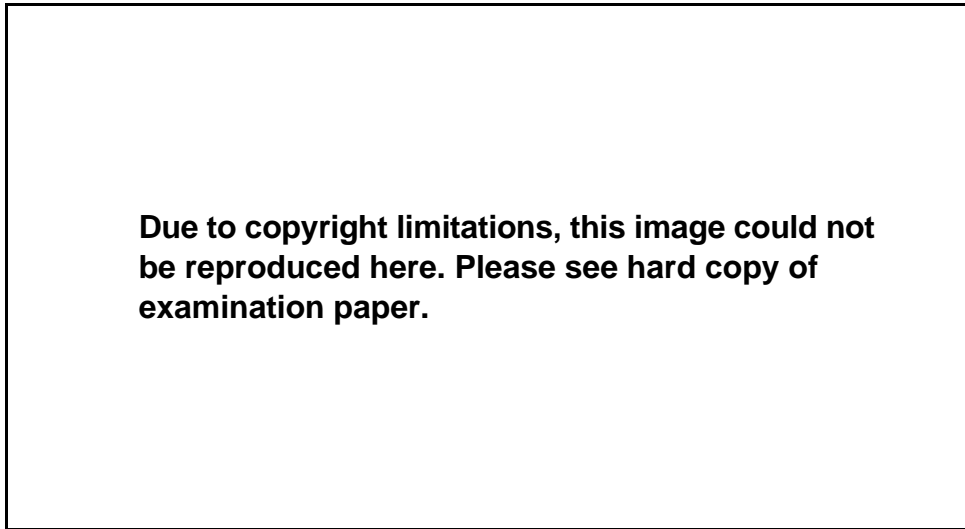
- (b) What impact did trade and industry have on society in Middle Kingdom Egypt?

QUESTION 3. Society in New Kingdom Egypt*EITHER*

- (a) Use Source 3 and your own knowledge to answer the following.

How did the life and activities of the military affect society in New Kingdom Egypt?

SOURCE 3



EGYPTIAN CHARIOTRY AND INFANTRY WAITING TO GO INTO BATTLE. A LIMESTONE RELIEF ON THE OUTER WALL OF THE TEMPLE OF KING RAMESES II AT ABYDOS, c. 1270 BC

OR

- (b) Use Source 4 and your own knowledge to answer the following.

Discuss the role of the viziers in the government of New Kingdom Egypt.

SOURCE 4

The court was admitted to the audience hall of the Pharaoh, and it was ordered that the newly appointed vizier, Rekhmire, should be ushered in.

Thus said His Majesty to him: 'Look to the office of the vizier: be vigilant concerning all that is done in it, for it is the mainstay of the entire land'.

From tomb of VIZIER REKHMIRE

OR

- (c) What do myths and legends reveal about religious beliefs in New Kingdom Egypt?

PART B—NEAR EAST**QUESTION 4. Assyrian Society in the Time of Ashurbanipal***EITHER*

- (a) Discuss religious beliefs and practices at the time of Ashurbanipal.

OR

QUESTION 4. (Continued)

- (b) Use Sources 5 and 6 and your own knowledge to answer the following.

How did Ashurbanipal treat the peoples he conquered? What impact did this have on their lives?

SOURCE 5



'The Assyrian Empire', C. Archer, Shakespeare Head press 1986, p 92.

RELIEF FROM ASHURBANIPAL'S PALACE

SOURCE 6



ASHURBANIPAL CARRYING A BASKET FOR REBUILDING OF THE TEMPLE OF ESAGILA IN BABYLON

QUESTION 5. Israel from Jeroboam I to the Fall of Samaria.*EITHER*

- (a) What were the main differences between Canaanite and Hebrew religions? How successful were the Hebrew prophets in opposing Canaanite religion?

OR

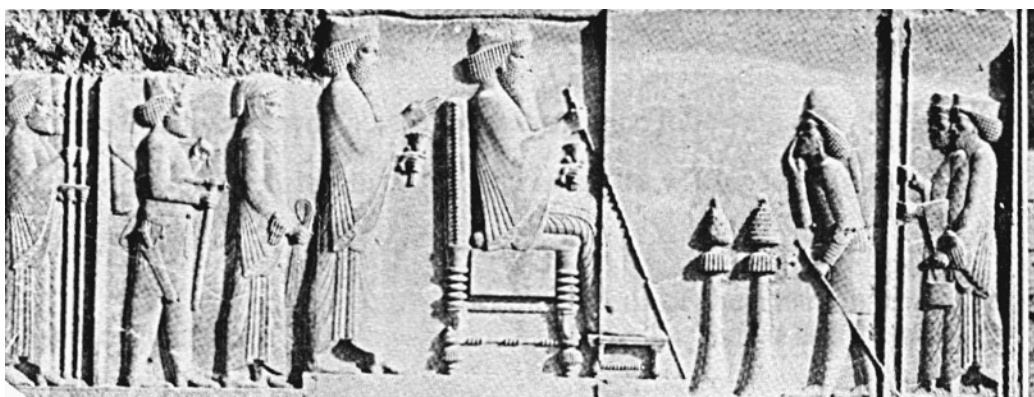
- (b) What impact did TWO of the following have on the economy of Israel during this period?
- (i) Agriculture.
 - (ii) Building activities of its kings.
 - (iii) Trade.

QUESTION 6. Society in the Time of Darius I*EITHER*

- (a) Use Source 7 and your own knowledge to answer the following.

Discuss the role of the aristocracy in Persian society and explain its relationship to the king.

SOURCE 7



'The Greeks and Persians', H Bengster, Weidenfeld and Nicholson, 1972.

PERSIAN COURT AT PERSEPOLIS

OR

- (b) Use Source 8 and your own knowledge to answer the following.

By what means did Darius govern and administer his empire? What impact did this have on the peoples of his empire?

SOURCE 8

He [Darius] then proceeded to set up twenty provincial governorships, called satrapies. The several governors were appointed and each nation assessed for taxes; for administrative purposes neighbouring nations were joined in a single unit; outlying peoples were considered to belong to this nation or that, according to convenience.

HERODOTUS, *The Histories* III

PART C—GREECE

QUESTION 7. Minoan Society

EITHER

- (a) Use Sources 9 and 10 and your own knowledge to answer the following.

What do frescoes tell us about the daily life of the inhabitants of Minoan palaces?

SOURCE 9



THE 'BULL-LEAPING' FRESCO

SOURCE 10



A FRESCO OF A MINOAN WOMAN

OR

Question 7 continues on page 8

QUESTION 7. (Continued)

- (b) Use Source 11 and your own knowledge to answer the following.

Discuss the economic activities of the Minoans, both at Knossos and elsewhere.

SOURCE 11

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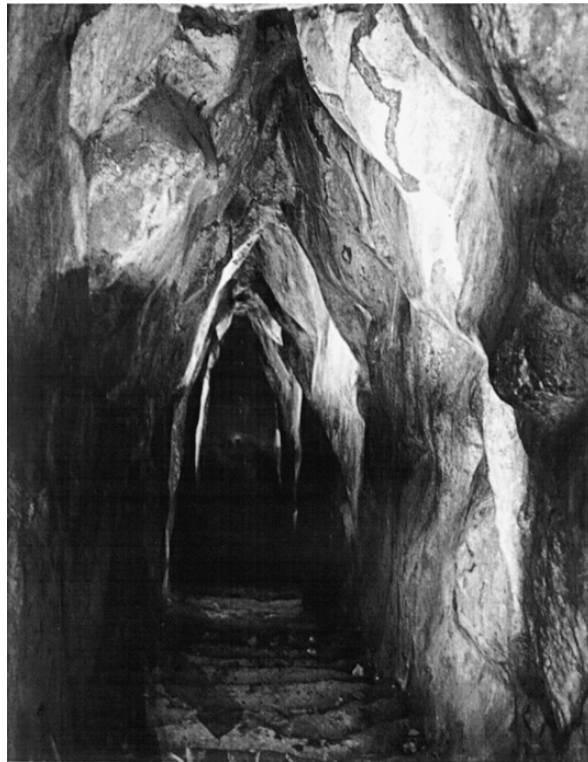
STOREROOMS AT THE PALACE AT KNOSSOS

QUESTION 8. Mycenaean Society*EITHER*

- (a) Use Source 12 and your own knowledge to answer the following.

What do the buildings and architectural structures found at Mycenaean sites tell us about that society?

SOURCE 12



STAIRS AT MYCENAE LEADING DOWN TO THE SECRET WATER SUPPLY

OR

- (b) Choose **THREE** of the following, and explain what part each played in the functioning of the society:
- (i) wanax;
 - (ii) lawagetos;
 - (iii) hequetai;
 - (iv) damos;
 - (v) telestai.

OR

QUESTION 8. (Continued)

- (c) Use Source 13 and your own knowledge to answer the following.

What do Mycenaean burial practices reveal about Mycenaean society?

SOURCE 13



A 'BEEHIVE' THOLOS TOMB AT MYCENAE

QUESTION 9. Spartan Society

EITHER

- (a) Use Source 14 and your own knowledge to answer the following.

What roles did the kings, the elders, and the common people have in government in Sparta? How successfully was power shared?

SOURCE 14

To rule in council is for the kings, who are esteemed by the gods
 And in whose care is the lovely city of Sparta,
 And for the Elders; but then it is for the common people
 To respond in turn with straight *rhetras* [laws].

TYRTAEUS fragment in PLUTARCH, *Lycurgus* 6

OR

- (b) In what way did a Spartan boy's education prepare him for his role in society?

QUESTION 10. Athenian Society in the Classical Age*EITHER*

- (a) Use Source 15 and your own knowledge to answer the following.

Compare the roles played by poor and rich citizens in Athenian public life.

SOURCE 15

Here each individual is interested not only in his own affairs but in the affairs of the state as well: even those who are mostly occupied with their own business are extremely well-informed on general politics—this is a peculiarity of ours: we do not say that a man who takes no interest in politics is a man who minds his own business; we say he has no business here at all.

THUCYDIDES, *Peloponnesian War*, II. 40

OR

- (b) What were the main Athenian religious beliefs and practices? How important were they to the Athenian way of life?

OR

- (c) Use Source 16 and your own knowledge to answer the following.

In what ways did an Athenian boy's education prepare him for his role in Athenian society?

SOURCE 16

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PART D—ROME

QUESTION 11. Society in Republican Rome to the First Century BC

EITHER

- (a) Use Source 17 and your own knowledge to answer the following.

What uses did the Romans make of slaves? How important were they in Roman society?

SOURCE 17

Those who tell us to treat our slaves as we would our employees advise us well. Slaves must do their work; but they must also be given their due.

CICERO, *On Duties*, II. 46

OR

- (b) To what extent did Greek and Eastern influences affect Roman society?

OR

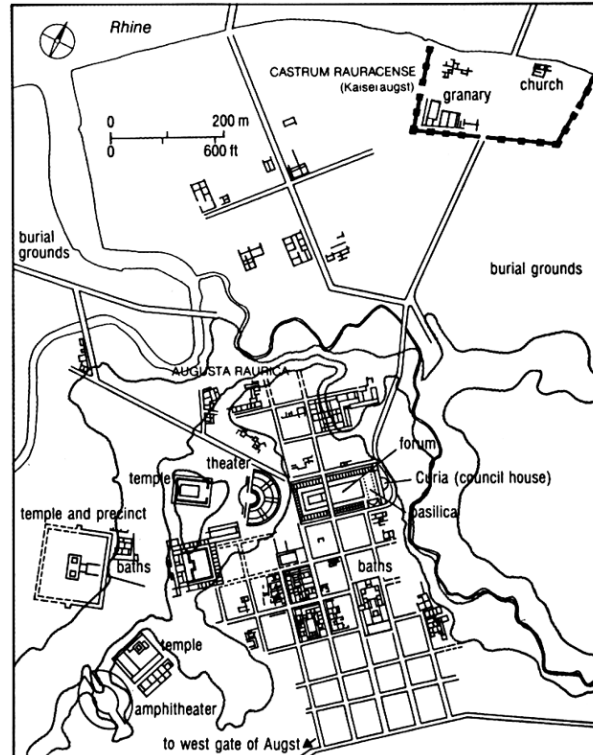
- (c) What were the main Roman religious beliefs and practices? How important were they to Roman society?

QUESTION 12. Roman Society in the Early Empire*EITHER*

- (a) Use Source 18 and your own knowledge to answer the following.

What public buildings and services were available in the towns of the early Roman Empire? How did they affect the quality of life of the inhabitants?

SOURCE 18



'Atlas of the Roman World', Cornell & Matthews, Facts on File, US, 1988.

PLAN OF AUGUST (AUGUSTA RAURICA) ON THE RHINE

OR

QUESTION 12. (Continued)

- (b) Use Source 19 and your own knowledge to answer the following.

How important was the family in Roman society?

SOURCE 19

Courtesy Fratelli alinari, Italy



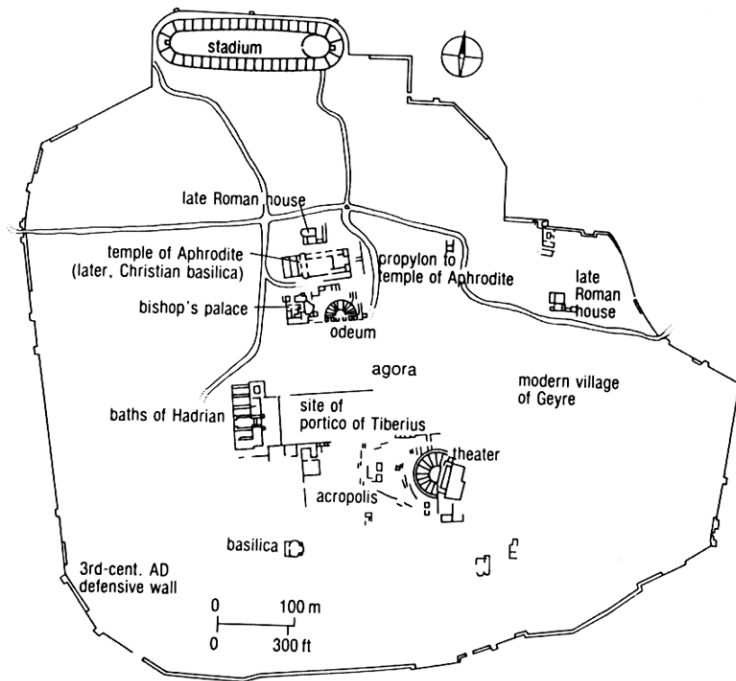
THE FAMILY OF AUGUSTUS ON THE ALTAR OF AUGUSTAN PEACE (ARA PACIS)

QUESTION 13. Roman Society in the Fourth Century AD*EITHER*

- (a) Use Source 20 and your own knowledge to answer the following.

How did the public appearance of cities change in the fourth century? How did Christianity contribute to this?

SOURCE 20



'Atlas of the Roman World', Cornell & Matthews, Facts on File, US, 1988.

PLAN OF APHRODISIAS IN THE EASTERN ROMAN EMPIRE

OR

- (b) What impact did TWO of the following have on Roman society in the fourth century AD?
- (i) The foundation of Constantinople.
 - (ii) Laws controlling occupations.
 - (iii) Literature.
 - (iv) Persecution of pagans.

SECTION II—PERSONALITIES AND GROUPS**Marks**

Attempt ONE question.

Answer the question in a separate Writing Booklet.

Start each part of the question on a new page.

You may choose *EITHER* a particular question (14–27) *OR* a general one (28–29).

PART E—EGYPT**QUESTION 14. Pharaohs in the Old Kingdom**

- | | | |
|-----|--|-----------|
| (a) | Briefly describe the main titles given to Old Kingdom rulers. | 5 |
| (b) | In what ways was Cheops (Khufu) a typical ruler? | 10 |
| (c) | Discuss the economic activities of Old Kingdom rulers. Explain how these activities brought benefits to the kingdom. | 10 |

QUESTION 15. Hatshepsut

- | | | |
|-----|--|-----------|
| (a) | How did Hatshepsut become pharaoh? | 5 |
| (b) | What problems did Hatshepsut face as pharaoh? How did she overcome them? | 10 |
| (c) | Assess the main achievements of Hatshepsut. | 10 |

QUESTION 16. Akhenaten

- | | | |
|-----|--|-----------|
| (a) | Briefly describe Akhenaten's family background. | 5 |
| (b) | How effective was Akhenaten in governing his empire? | 10 |
| (c) | To what extent was Akhenaten a 'heretic pharaoh'? | 10 |

PART F—NEAR EAST**QUESTION 17. Sennacherib**

- | | | |
|-----|--|-----------|
| (a) | Describe the empire Sennacherib inherited. | 5 |
| (b) | Discuss Sennacherib's attack on Judah. How successful was it? | 10 |
| (c) | Why did Babylon present a challenge to Sennacherib? How successful was he in meeting it? | 10 |

QUESTION 18. Jezebel	Marks
(a) How did Jezebel become queen of Israel?	5
(b) The writer of Kings regarded Jezebel as an unsuitable queen of Israel. To what extent do you agree?	10
(c) What was significant about the deaths of both Ahab and Jezebel?	10

QUESTION 19. Xerxes

(a) What actions did Xerxes take to consolidate his position on coming to the throne?	5
(b) Explain why the Greek states presented a challenge to Xerxes.	10
(c) Assess the main achievements of Xerxes.	10

PART G—GREECE

QUESTION 20. Women in Classical Greece

(a) Briefly describe the public responsibilities of an Athenian woman.	5
(b) In what ways did the lives of citizen and non-citizen women differ in classical Athens?	10
(c) In what ways did the lifestyles of Athenian and Spartan women differ?	10

QUESTION 21. Pericles

(a) How did Pericles rise to prominence in Athenian politics?	5
(b) How was Pericles able to maintain his position and power for so long?	10
(c) Assess the contribution of Pericles to Athenian greatness.	10

QUESTION 22. Alexander

(a) How did Alexander become king?	5
(b) In what ways did contact with Persia change Alexander?	10
(c) Evaluate Alexander's military abilities.	10

QUESTION 23. Cleopatra VII

(a) How did Cleopatra VII come to power in Egypt?	5
(b) How did Cleopatra VII contribute to the break between Octavian and Antony?	10
(c) To what extent did Cleopatra VII change the course of Egyptian history?	10

PART H—ROME**Marks****QUESTION 24. Scipio Africanus**

- | | | |
|-----|--|-----------|
| (a) | Why was Scipio Africanus appointed leader of the Roman army in 210 BC? | 5 |
| (b) | What do the Spanish campaigns of Scipio Africanus reveal about his abilities? | 10 |
| (c) | Why was Scipio given the name Africanus? Why did the Romans regard him as a great man? | 10 |

QUESTION 25. Caesar

- | | | |
|-----|---|-----------|
| (a) | How did Caesar use his family background to promote his career? | 5 |
| (b) | What were the motives of Caesar in forming an alliance with Pompey and Crassus? | 10 |
| (c) | To what extent did Caesar change the course of Roman history? | 10 |

QUESTION 26. Agrippina II

- | | | |
|-----|---|-----------|
| (a) | Why was Agrippina II chosen to become the wife of Claudius? | 5 |
| (b) | How did Agrippina II deal with rivals to Nero and with rivals to her own power? | 10 |
| (c) | To what extent did being a woman affect the power of Agrippina II? | 10 |

QUESTION 27. The Christians in the Later Roman Empire

- | | | |
|-----|--|-----------|
| (a) | How did Constantine I change the position of Christians in the Roman Empire? | 5 |
| (b) | Discuss the spread of Christianity in the later Roman Empire. | 10 |
| (c) | Discuss conflict between emperors and Christian bishops in the later Roman Empire. | 10 |

PART I—GENERAL: PERSONALITIES AND GROUPS**QUESTION 28**

- | | | |
|-----|--|-----------|
| (a) | To what extent did the personality you have studied owe his or her early prominence to family background? | 5 |
| (b) | How did the political context of the time contribute to the achievement of the personality you have studied? | 10 |
| (c) | To what extent did the personality you have studied make a lasting impact on the history of his or her time? | 10 |

QUESTION 29**Marks**

- | | | |
|-----|---|-----------|
| (a) | Briefly describe the political importance of the group you have studied. | 5 |
| (b) | Choose a prominent individual in the group you have studied, and discuss whether his or her prominence was due to his or her being part of the group or to other factors. | 10 |
| (c) | Assess the contribution of the group you have studied to its society. | 10 |

SECTION III—HISTORICAL PERIODS

Attempt TWO questions.

Answer each question in a *separate* Writing Booklet.

PART J—EGYPT TO DYNASTY VI

QUESTION 30. Egypt to Dynasty VI

EITHER

- (a) Use Source 21 and your own knowledge to answer the following.

How did the unification of Egypt occur? What benefits did this bring?

SOURCE 21



Cairo Museum

THE TWO SIDES OF NARMER'S PALETTE

OR

- (b) How did the military activities of Old Kingdom rulers benefit their country?

OR

- (c) Why did the Old Kingdom decline? To what extent was the growing independence of the nobility a major factor?

QUESTION 31. Middle Kingdom Egypt: Dynasty XI–XII

EITHER

- (a) How successful were Dynasty XII rulers in overcoming the difficulties they faced in unifying the country and establishing their rule?

OR

- (b) Discuss the building programs of Middle Kingdom rulers.

OR

- (c) To what extent was there an increase in central authority in Middle Kingdom Egypt?

QUESTION 32. New Kingdom Egypt: to the Death of Thutmose IV

EITHER

- (a) Who were the Hyksos? How did early New Kingdom pharaohs deal with them?

OR

- (b) Account for the growing importance of the god Amun during this period.

OR

- (c) Explain why New Kingdom pharaohs led their armies into Syria–Palestine. What did they gain?

QUESTION 33. New Kingdom Egypt: from Amenhotep III to the Death of Rameses II

EITHER

- (a) What problems did pharaohs of this period have in controlling Syria–Palestine? How successful were they in dealing with these problems?

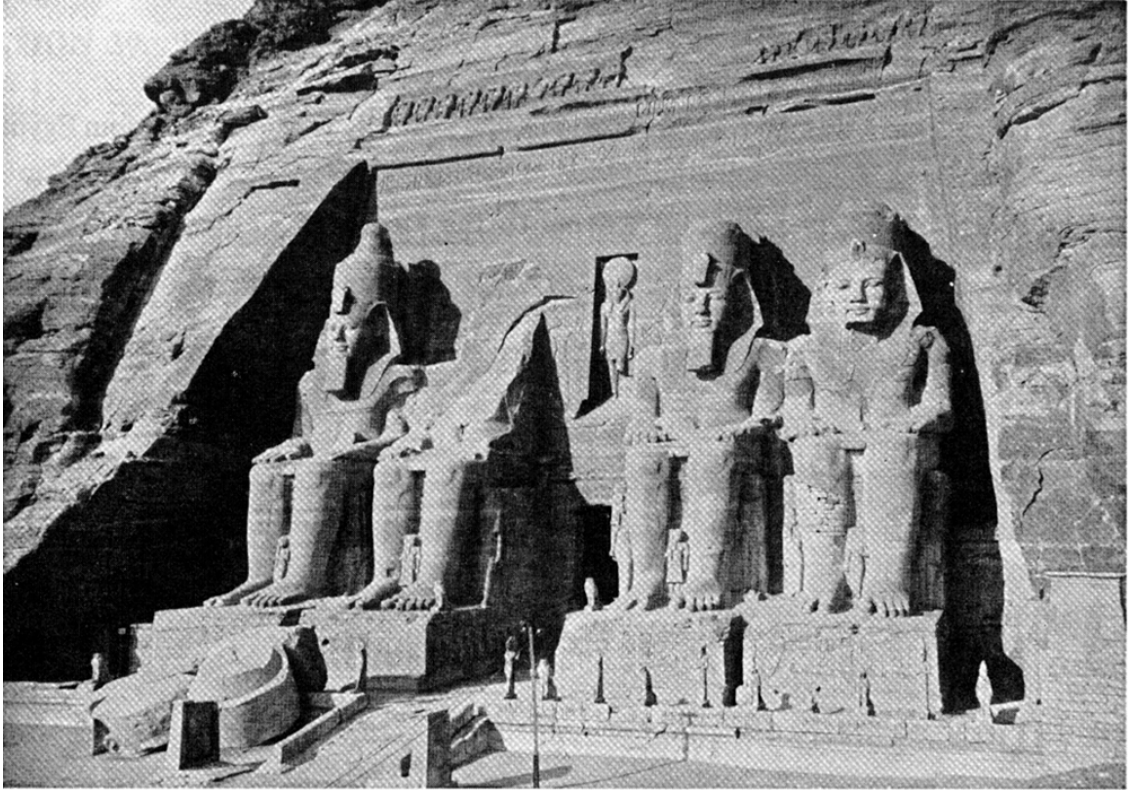
OR

QUESTION 33. (Continued)

- (b) Use Source 22 and your own knowledge to answer the following.

To what extent does Rameses II deserve the title ‘the Great’?

SOURCE 22



‘When Egypt ruled the East’, Stendorff & Steale, University of Chicago Press, 1957.

FAÇADE OF THE TEMPLE OF RAMESES II, ABU SIMBEL

OR

- (c) Use Source 23 and your own knowledge to answer the following.

Explain the changes made by Tutankhamun and his successors in the XVIIIth dynasty.

SOURCE 23

Now when his majesty appeared as king, the temples of the gods and goddesses . . . had fallen into neglect. His majesty appeared on the throne of his father and ruled the regions of Horus; Egypt and the foreign desert lands were under his control and every land bowed to his might.

His majesty took counsel with his heart . . . seeking what would be beneficial to his father Amun . . . His majesty made documents for all the gods, fashioning their statues of genuine djam-gold, restoring their sanctuaries as monuments enduring for ever, providing them with perpetual endowments.

Inscription of TUTANKHAMUN

PART K—THE NEAR EAST

QUESTION 34. Assyria from Tiglath-Pileser I to Tiglath-Pileser III, 1115–727 BC

EITHER

- (a) Use Source 24 and your own knowledge to answer the following.

Discuss Ashurnasirpal's method of dealing with captured cities and nation states.

SOURCE 24

I flayed all the chiefs who had revolted, and I covered the pillar with their skin
 . . . some I impaled.

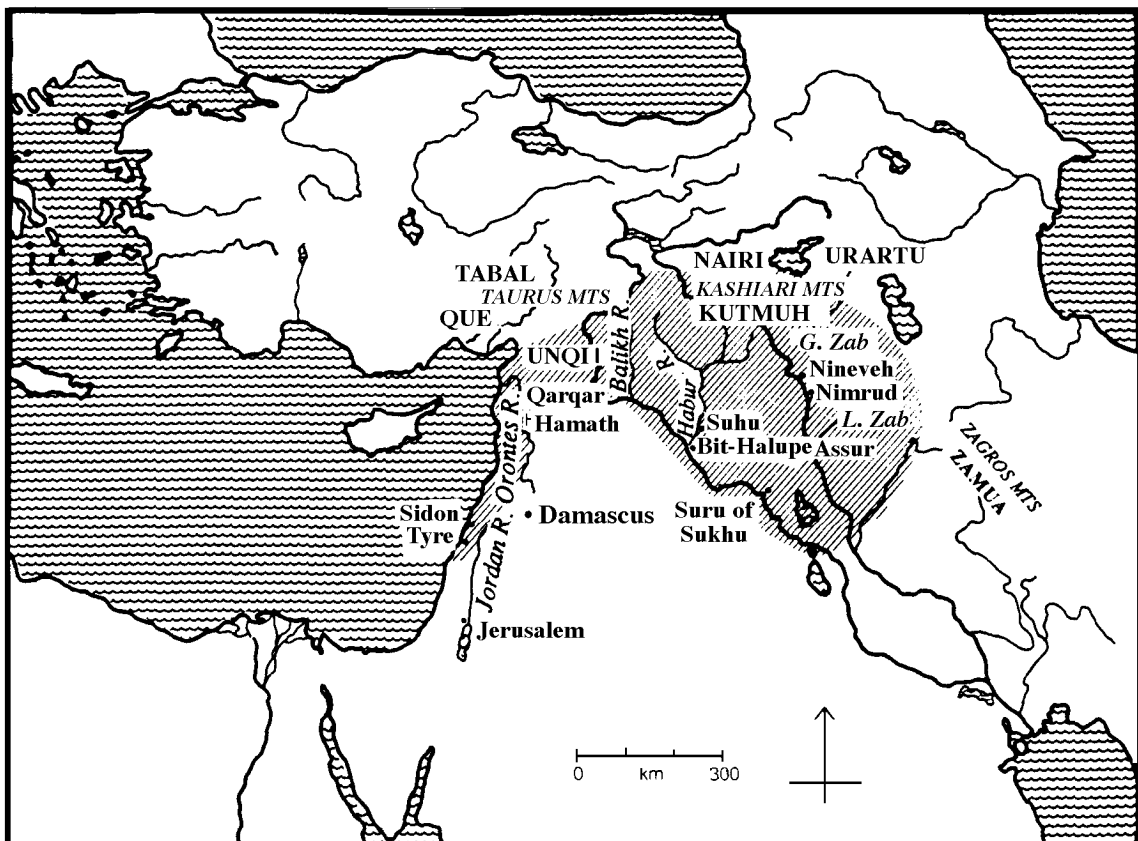
ASHURNASIRPAL, *Records*

OR

- (b) Use Source 25 and your own knowledge to answer the following.

How important was an outlet to the Mediterranean Sea in Assyrian expansion? What problems were involved in securing such an outlet?

SOURCE 25



'The Assyrian Empire', Carla Archer, Shakespeare Head Press, 1986 p 30.

THE EXTENT OF ASSYRIAN INFLUENCE AT THE DEATH OF ASHURNASIRPAL II, 883–859 BC

OR

- (c) Compare the contributions made by Ashurnasirpal II and Tiglath-Pileser III to a revival of Assyrian power.

QUESTION 35. Assyria: Sargon II to the Fall of Nineveh, 721–609 BC

EITHER

- (a) Why did Assyria attempt to take over Egypt? How successful was this venture?

OR

- (b) Explain the reasons for Assyrian campaigns in Syria–Palestine during this period.

OR

- (c) Why did the Assyrian Empire collapse?

QUESTION 36. From the Reign of David to the Fall of Jerusalem, 586 BC

EITHER

- (a) Outline Solomon's achievements. Assess their importance for the subsequent religious and political development of his kingdom.

OR

- (b) Discuss the impact of the prophets on the rulers and the people of Israel and Judah.

OR

- (c) What religious reforms were attempted by Hebrew kings? How successful were these reforms?

QUESTION 37. From the Coming of the Medes and the Persians to the Death of Darius III

EITHER

- (a) How did Cyrus II secure and organize his empire? What impact did he have on the Jews and the Babylonians?

OR

- (b) How did the Persian Empire prepare for Xerxes' campaign against the Greek states? What were the consequences of the Persian defeat for the Persian Empire?

OR

- (c) How important was Egypt to the Persian Empire? To what extent were the Persian kings successful in controlling Egypt?

PART L—GREECE**QUESTION 38. Development of the Greek World: 800–500 BC***EITHER*

- (a) What were the main reasons for Greek colonization? How significant was trade as a motive for colonization?

OR

- (b) Use Source 26 and your own knowledge to answer the following.

What benefits did the tyrant Peisistratus bring to the people of Athens? How did his rule contribute to the early development of Athenian democracy?

SOURCE 26

The rule of Peisistratus was not harsh . . . , it was commonly said that the tyranny of Peisistratus was a golden age.

ARISTOTLE

OR

- (c) Why did Sparta develop a different system of government from that of other Greek states in this period?

QUESTION 39. The Greek World: 500–450 BC*EITHER*

- (a) Use Source 27 and your own knowledge to answer the following.

What were the strengths and weaknesses of the Greeks who fought against Xerxes? Why did the Greeks win?

SOURCE 27

'Discovering the Greeks', Caroas et al, Edward Arnold 1977



GREEK HOPLITE

OR

- (b) Compare the foreign policies of Athens and Sparta from 479 to 450 BC.

OR

- (c) In what ways was Athens more democratic at the end of this period (450 BC) than it was at the start (500 BC)?

QUESTION 40. The Greek World: 460–399 BC*EITHER*

- (a) Use Source 28 and your own knowledge to answer the following.

How was Athens able to convert the Delian League to the Athenian Empire? Why was it dangerous to let the Empire go?

SOURCE 28

‘It may have been wrong to take it: it is certainly dangerous to let it go.’

THUCYDIDES, II. 63

OR

- (b) What impact did TWO of the following have on the course of the Peloponnesian War?
- (i) The strategy of King Archidamus.
 - (ii) The plague.
 - (iii) The fall of Amphipolis.
 - (iv) The role of Alcibiades.
 - (v) The role of Persia.

OR

- (c) Discuss the reasons for Sparta’s victory in the Peloponnesian War.

QUESTION 41. Fourth-Century Greece*EITHER*

- (a) Explain the rise and fall of the Theban hegemony in fourth-century Greece.

OR

- (b) Discuss the role of Persia in Greek politics in the first half of the fourth century BC.

OR

- (c) What were the major achievements of Philip II of Macedon? How did Alexander build on these achievements?

QUESTION 42. Hellenistic Period: Death of Alexander to Cleopatra VII

EITHER

- (a) Discuss how ONE of the following established and consolidated his position.
- (i) Ptolemy I
 - (ii) Seleucus I
 - (iii) Antigonus Gonatas

OR

- (b) How did Greek ideas influence *either* the Ptolemaic *or* the Seleucid kingdom? In your answer discuss TWO of the following:
- (i) the development of a capital city;
 - (ii) cults and religion;
 - (iii) government and administration.

OR

- (c) How did ONE of the successor kingdoms come under Roman rule?

PART M—ROME**QUESTION 43. Early History of Rome to the End of Rome's Wars of Expansion***EITHER*

- (a) How important were the Latin and Samnite wars in Rome's rise to power?

OR

- (b) Outline the Struggle of the Orders to 287 BC. What were the aims of the Plebeians, and how successful were they in achieving them?

OR

- (c) Use Source 29 and your own knowledge to answer the following.

Why did the Carthaginians win so many battles in Italy during the Second Punic War?
Why did they lose the war in Italy?

SOURCE 29

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BATTLE OF LAKE TRASIMENE, 217 BC

QUESTION 44. Political Revolution in Rome: 133–78 BC

EITHER

- (a) What were the main reforms of Tiberius Gracchus? To what extent did the reforms aim at improving the life of the Roman people?

OR

- (b) How did Sulla become dictator in Rome? What impact did his actions have on Rome?

OR

- (c) How did the Romans administer the provinces in this period? What advantages and disadvantages did the provincials experience under Roman rule?

QUESTION 45. 78–28 BC: The Fall of the Republic

EITHER

- (a) How did *either* Pompey *or* Crassus contribute to the fall of the Republic?

OR

- (b) Use Source 30 and your own knowledge to answer the following.

How important was the army as a basis of power in this period?

SOURCE 30

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PART OF TRIUMPHAL PROCESSION: CHAINED PRISONERS (LEFT)
FOLLOWED BY TRUMPETERS AND SACRIFICIAL OXEN

OR

- (c) What enemies did Octavian face in the period from the death of Caesar (44 BC) to the battle of Actium (31 BC)? How did he overcome them?

QUESTION 46. Augustus and the Julio-Claudians*EITHER*

- (a) In what ways did Augustus try to consolidate his power in the Roman state. How successful was he?

OR

- (b) Outline the frontier policy of Augustus. To what extent did it change during the time of his Julio-Claudian successors?

OR

- (c) Describe the personality of *either* Caligula *or* Nero. In what ways did his personality affect his principate?

QUESTION 47. Roman Empire: AD 68–250*EITHER*

- (a) What were the political problems facing *either* Vespasian *or* Septimus Severus when he became emperor? How well did he deal with them?

OR

- (b) Use Source 31 and your own knowledge to answer the following.

Outline the foreign policy of Trajan. To what extent was the policy of Hadrian different?

SOURCE 31

Courtesy Fratelli Alinari, Italy



SOLDIERS IN ACTION, FROM TRAJAN'S COLUMN

OR

Question 47 continues on page 32

QUESTION 47. (Continued)

- (c) Describe the personality of *either* Domitian *or* Hadrian *or* Caracalla. In what ways did his personality affect his principate?

QUESTION 48. The Later Empire, AD 250–410

EITHER

- (a) What were the main problems facing *either* Diocletian *or* Theodosius I when he became emperor? How successfully did he deal with them?

OR

- (b) Compare the military achievements of any TWO Roman emperors in the period AD 250–410.

OR

- (c) Account for the different interpretations of the policies and achievements of *either* Constantine I *or* Julian?