



**HIGHER SCHOOL CERTIFICATE EXAMINATION**

**1995**

# **ANCIENT HISTORY**

**3 UNIT (ADDITIONAL)**

*Time allowed—One hour and a half  
(Plus 5 minutes' reading time)*

**DIRECTIONS TO CANDIDATES**

- Attempt TWO questions, both from the same Part.
- All question are of equal value.
- Answer each question in a *separate* Writing Booklet.
- You may ask for extra Writing Booklets if you need them.

**PART A****TOMBS AND BURIAL CUSTOMS OF OLD KINGDOM (DYNASTIES III–VI)  
AND NEW KINGDOM (DYNASTIES XVIII–XIX) EGYPT AS EVIDENCE OF  
POLITICAL, SOCIAL, AND RELIGIOUS CHANGE**

Attempt BOTH questions.

**QUESTION 1.** Use a *separate* Writing Booklet.

Discuss briefly TWO of the following, (a) to (f), with particular reference to archaeological evidence and to the accompanying pictures, where these are given.

- (a) Describe the features of the Step Pyramid complex, and indicate what it shows of the skill of the architect and the beliefs and activities of the ruler.
- (b) Describe the boat buried beside the Great Pyramid. What is the most satisfactory explanation of its presence? In your answer, refer to Figure 1.

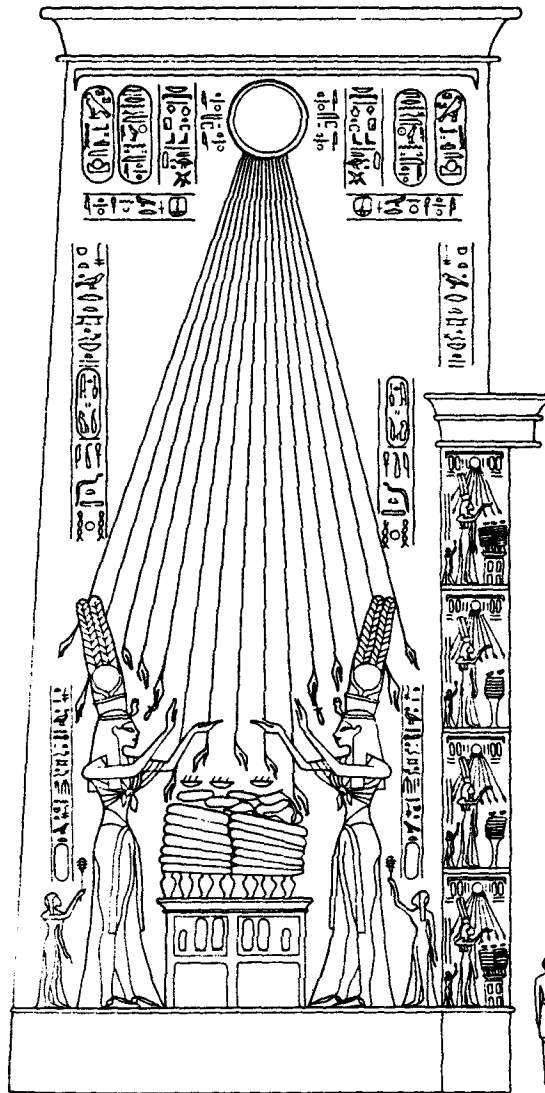


'The Egyptians in the Shadow of the Pyramids', Malek & Foreman, *Orbis*, '86. Courtesy Little, Brown and Co.

FIG. 1. THE BOAT BURIED BESIDE THE GREAT PYRAMID.

## QUESTION 1. (Continued)

- (c) What do tombs reveal about social change in Old Kingdom Egypt?
- (d) What do tombs reveal about how the Egyptians of the New Kingdom prepared the body and sent it into the afterlife?
- (e) What do tombs reveal about the activities and role in society of New Kingdom queens? In your answer, refer to Figure 2.



'Akhenaten the Heretic King', DB Redford, Princeton University Press, 1984, p.76

FIG. 2. QUEEN NEFERTITI AND HER DAUGHTER.

- (f) What do the tomb reliefs and paintings of the Old and New Kingdoms reveal about the occupations available to the ordinary Egyptian? To what extent is there any change?

**QUESTION 2.** Use a *separate* Writing Booklet.

Attempt ONE of the following, (a) to (c).

- (a) What do Egyptian tombs reveal about the Egyptian economy in the Old and New Kingdoms? Account for any changes.
- (b) Discuss the function of mortuary temples. What changes, if any, do you see occurring in them between the Old and New Kingdoms?
- (c) Compare and contrast the lives of the Old Kingdom and New Kingdom nobility as shown in their tombs.

## PART B

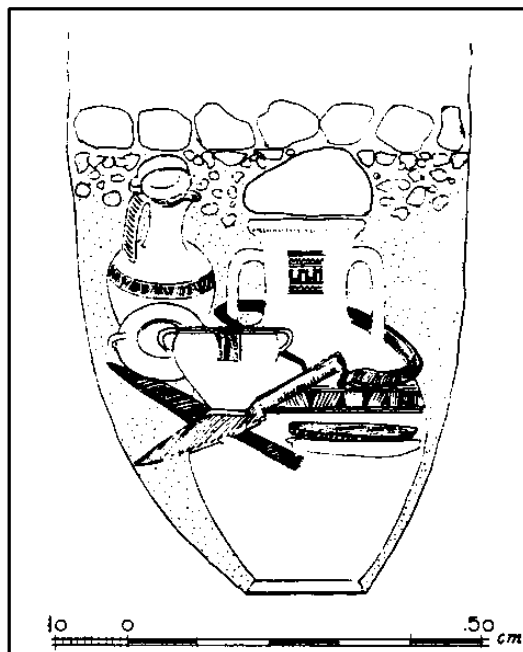
### THE ATHENIAN AGORA FROM MYCENAEAN TIMES TO AD 267

Attempt BOTH questions.

**QUESTION 3.** Use a *separate* Writing Booklet.

Discuss briefly TWO of the following, (a) to (f), with particular reference to archaeological evidence and to any accompanying pictures.

- (a) What can be learnt about burial practices in the Athenian Agora in the period 1100 to 700 BC? In your answer, refer to Figure 3.



Agora Excavations, American School of Classical Studies at Athens.

FIG. 3. A CREMATION BURIAL OF THE GEOMETRIC PERIOD, c. 900 BC: A WARRIOR BURIED WITH HIS IRON SWORD AND SPEARHEADS, AND THE BRIDLE-BITS OF HIS HORSE.

Question 3 continues on page 6

## QUESTION 3. (Continued)

- (b) What were the distinctive features and main uses of the Royal Stoa? In your answer, refer to Figure 4.

Agora Excavations, American School of Classical Studies at Athens.

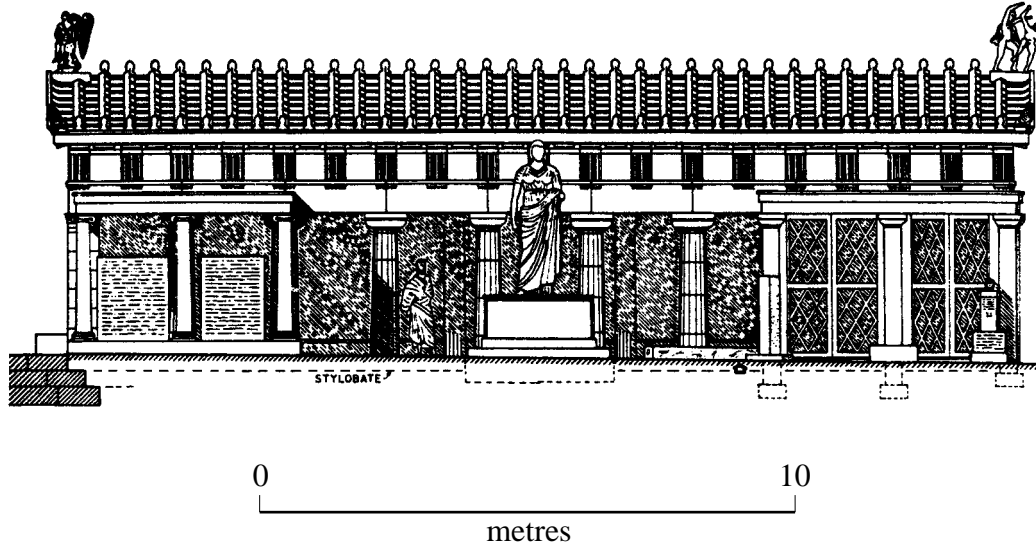


FIG. 4. THE ROYAL STOA IN ABOUT 300 BC.

- (c) What have excavations in the Agora revealed about standard weights and measures?
- (d) What were the main features and the significance of herms? In your answer, refer to Figure 5.

Agora Excavations, American School of Classical Studies at Athens.



FIG. 5. A HERM.

- (e) What does archaeological evidence reveal about the mint and the use of coinage?
- (f) Describe the building program of the Roman emperor, Hadrian, in the Athenian Agora from AD 117 to AD 138.

**QUESTION 4.** Use a *separate* Writing Booklet.

Attempt ONE of the following, (a) to (c).

- (a) With reference to Figure 6, discuss the importance of the Agora and its adjacent buildings to the functioning of Athenian democracy.

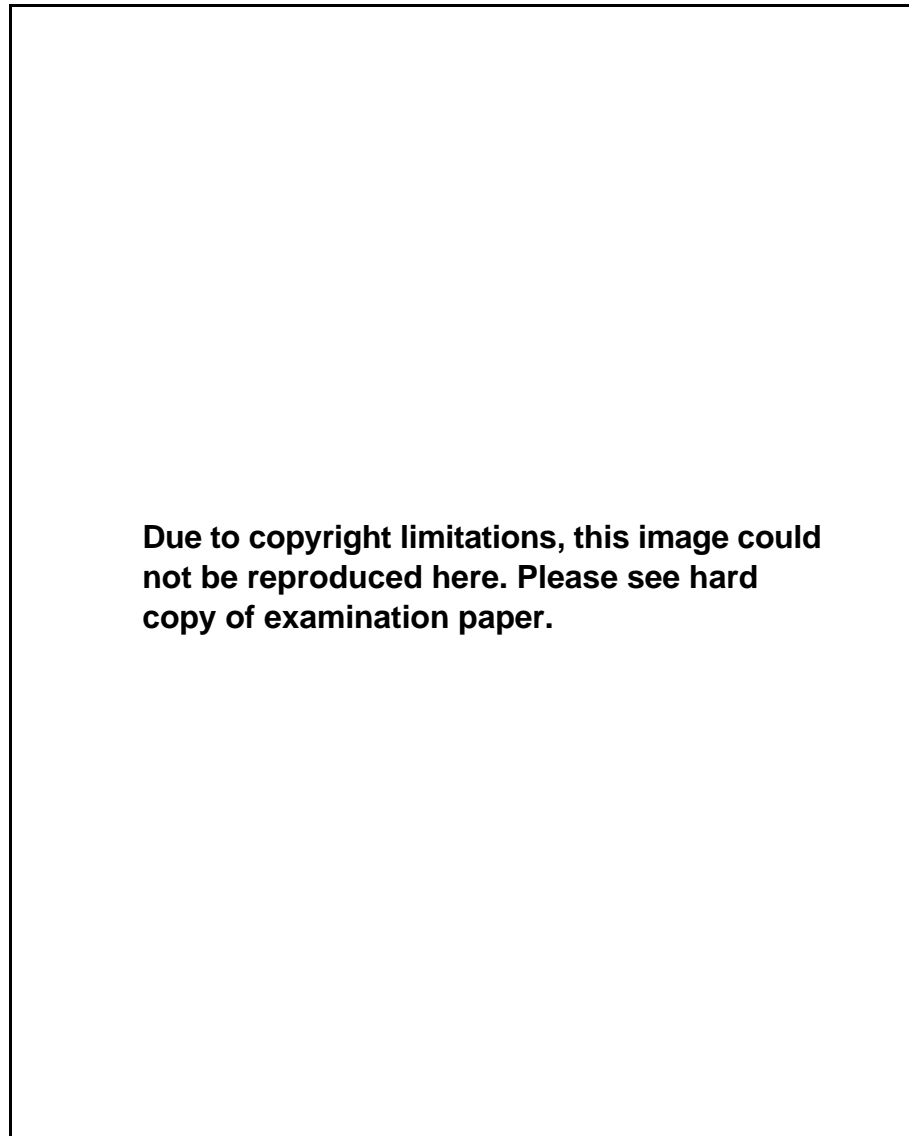


FIG. 6. PLAN OF THE AGORA, c. 400 BC.

- (b) 'The Athenians were excessively fond of legal disputes, and many issues, both private and public, were referred to the courts . . .'

What has evidence revealed about Athenian law courts and how they functioned?

- (c) Discuss the way myths and legends are featured in monuments and sculpture found in the Agora.

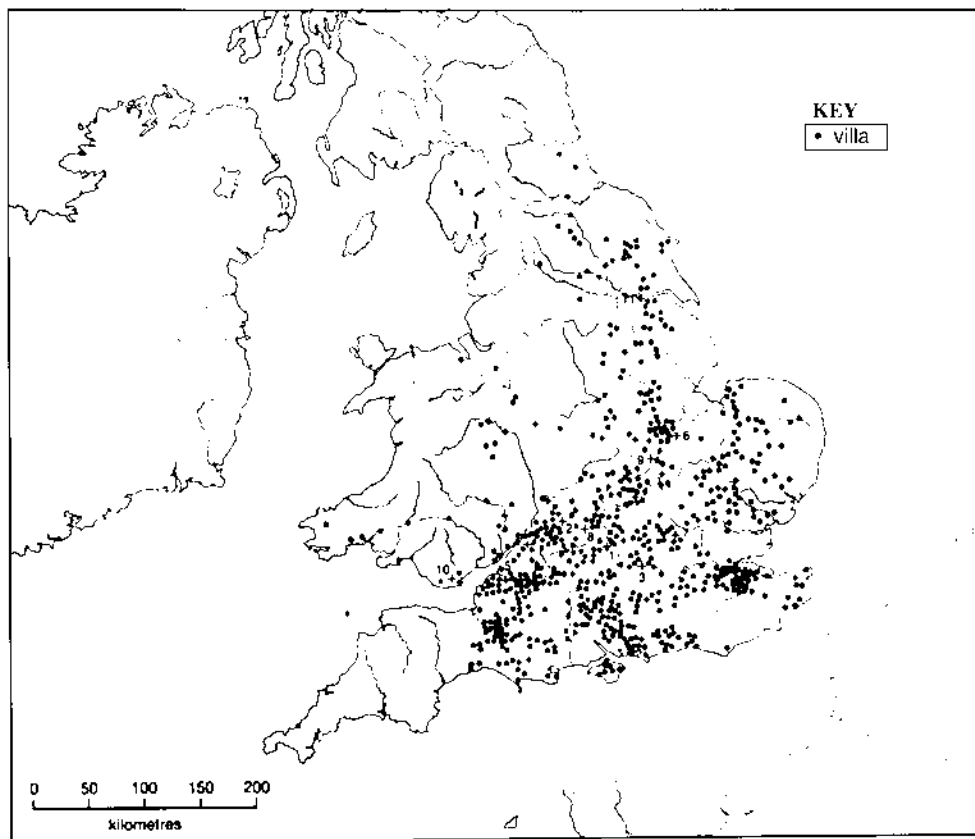
**PART C****ROMAN BRITAIN: AD 43– 410**

Attempt BOTH questions.

**QUESTION 5.** Use a *separate* Writing Booklet.

Discuss briefly TWO of the following, (a) to (f), with particular reference to archaeological evidence and to any accompanying pictures.

- (a) Why did Claudius invade Britain?
- (b) How important was the role of the governor in Roman Britain? Refer to the actions of two governors.
- (c) What was a villa? How important was it in the economic and social life of Roman Britain? In your answer, refer to Figure 7.



'An atlas of Roman Britain', Jones et al, Basil Blackwell Ltd, 1990, p 241.

FIG. 7. DISTRIBUTION OF VILLAS IN BRITAIN.



## QUESTION 5. (Continued)

- (d) What were the main leisure activities in Roman Britain? Who participated in them?
- (e) Evaluate the evidence for oriental cults and Christianity in Roman Britain.
- (f) What were the Saxon Shore forts? Did they achieve their purpose? In your answer, refer to Figure 8.



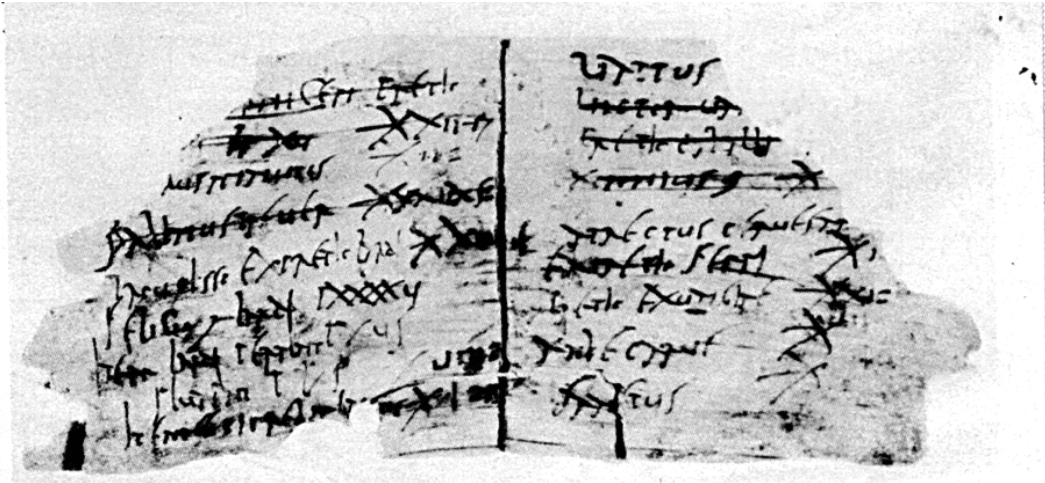
FIG. 8. PORTCHESTER FORT.

English Heritage.

**QUESTION 6.** Use a *separate* Writing Booklet.

Attempt ONE of the following, (a) to (c).

- (a) Why did the Iceni and the Trinovantes revolt in AD 60? Why did their revolt not achieve greater success?
- (b) What evidence do we have for the life of soldiers on the Roman frontier in Britain from about AD 80 to AD 160? In your answer, refer to Figure 9.



'The Visible Past', M Grant, Weidenfeld and Nicholson, 1990.

FIG. 9. WOODEN TABLET FROM VINDOLANDA: AN ACCOUNT FOR GOODS SUPPLIED TO SOLDIERS.

- (c) To what extent did the creation of towns change the way of life in Roman Britain?

**PART D**  
**THE KINGDOMS OF ISRAEL AND JUDAH**

Attempt BOTH questions.

**QUESTION 7. Set Books—Kings, Chronicles, Ezra, Nehemiah**

Use a *separate* Writing Booklet.

Discuss briefly TWO of the following, (a) to (f), with particular reference to passages indicated from Kings, Chronicles, Ezra, and Nehemiah.

- (a) Account for the instability of the monarchy in the kingdom of Israel.

And Jehu drew his bow with all his full strength, and shot Joram between the shoulders, so that the arrow pierced his heart, and he sank in his chariot.

2 Kings 9:24

- (b) How important was David's capture of Jerusalem for a united Hebrew kingdom?

And David and all Israel went to Jerusalem, that is Jebus, where the Jebusites were the inhabitants of the land. The inhabitants of Jebus said to David, 'You will not come in here'. Nevertheless, David took the stronghold of Zion, that is, the city of David.

1 Chronicles 11:4 –5

- (c) Discuss Athaliah's attempted massacre of the Davidic line.

Now when Athaliah the mother of Ahaziah saw that her son was dead, she arose and destroyed all the royal family.

2 Kings 11:1

- (d) What were the consequences of King Ahaz's appeal to Assyria for help?

So Ahaz sent messengers to Tiglath-Pileser, king of Assyria, saying, 'I am your servant and your son. Come up and rescue me . . . '.

2 Kings 16:7

- (e) Discuss Cyrus' proclamation and why the chronicler saw it as worth recording.

. . . the Lord stirred up the spirit of Cyrus, King of Persia, so that he made a proclamation throughout all his kingdom and also put it in writing.

2 Chronicles 36:22

- (f) Explain the significance of the occasion recorded in the book of Ezra.

. . . And all the people shouted with a great shout when they praised the Lord, because the foundation of the house of the Lord was laid . . .

Ezra 3:11

**QUESTION 8. Special Period—The Kingdoms of Israel and Judah**

Use a *separate* Writing Booklet.

Attempt ONE of the following, (a) to (c).

- (a) Explain relations between Israel and Judah during the Divided Kingdom.
- (b) Account for the similarity of the messages of Hebrew prophets, priests, and scribes during this period.
- (c) What were the similarities and differences between pre-Exilic and post-Exilic Judah?

**PART E**  
**THE PELOPONNESIAN WAR**

Attempt BOTH questions.

**QUESTION 9. Set Book—Thucydides**

Use a *separate* Writing Booklet.

Discuss briefly TWO of the following, (a) to (f), with particular reference to passages indicated from Thucydides, *Peloponnesian War*, where these are given.

- (a) Evaluate the significance of the Megarian decree as a cause of the Peloponnesian War.

But the chief point, and the one that they made most clear, was that war could be avoided if Athens would revoke the Megarian decree which excluded the Megarians from all ports in the Athenian Empire and from the market in Attica itself.

THUCYDIDES, I. 139

- (b) In what way was the fortification at Pylos a break from Periclean strategy?

For Pericles had said that Athens would be victorious if she bided her time and took care of her navy, if she avoided trying to add to the Empire during the course of the war, and if she did nothing to risk the safety of the city itself.

THUCYDIDES, II. 65

- (c) Why did the Peace of Nicias fail?

It had fallen by lot to Sparta to begin by restoring Amphipolis and the other towns; this she had not done, nor had she got the treaty accepted by her Thracian allies, or by the Boeotians, or by the Corinthians.

THUCYDIDES, V. 35

- (d) Discuss the importance of the fortification of Decelea by the Spartans.

And you must fortify Decelea in Attica; it is the thing of which the Athenians have always been most frightened, and they think that of all the adversities of the war this is the only one that they have not experienced.

THUCYDIDES, VI. 91

- (e) Assess the reasons Thucydides gives for the Athenian decision to invade Sicily.

The older men thought that they would either conquer the places against which they were sailing or, in any case, with such a large force, could come to no harm; the young had a longing for the sights and experiences of distant places, and were confident that they would return safely; the general masses and the average soldier himself saw the prospect of getting pay for the time being and of adding to the empire so as to secure permanent paid employment in future.

THUCYDIDES, VI. 24

- (f) Evaluate Thucydides' historical research methods.

**QUESTION 10. Special Period—The Peloponnesian War**

Use a *separate* Writing Booklet.

Attempt ONE of the following, (a) to (c).

- (a) How influential was Brasidas in determining the course of the Peloponnesian War?
- (b) Assess the importance of Sparta's allies to the Peloponnesian War effort during the course of that war.
- (c) What role did factional divisions in Athens play in the outcome of the Peloponnesian War?

**PART F**  
**THE JULIO-CLAUDIANS**

Attempt BOTH questions.

**QUESTION 11. Set Book—Tacitus, *Annals***

Use a *separate* Writing Booklet.

Discuss briefly TWO of the following, (a) to (f), with particular reference to passages indicated from Tacitus, *Annals*, where these are given.

- (a) What does Tacitus tell us about Livia's influence over Tiberius?

And then there was that feminine bully, his mother. 'So we have got to be slaves to a woman', people were saying.

TACITUS, *Annals*, I. 4

- (b) To what extent was Drusus more successful than Germanicus in settling the mutinies?

At daybreak Drusus called a meeting... He censured their former behaviour, and expressed approval of their new attitude. Intimidation and menaces, he said, made no impression on him.

TACITUS, *Annals*, I. 29

- (c) Is Tacitus justified in blaming Tiberius for the death of Germanicus?

- (d) How did Claudius use his freedmen in governing Rome and the Empire?

- (e) Discuss the influence of Seneca and Burrus on Nero.

These two men, with a unanimity rare among partners in power, were, by different methods, equally influential... They collaborated in controlling the emperor's perilous adolescence.

TACITUS, *Annals*, XIII. 2

- (f) Discuss the reasons Tacitus gives for Nero's killing of Agrippina.

Everyone longed for the mother's domination to end. But no-one believed that her son's hatred would go as far as murder.

TACITUS, *Annals*, XIV. 1

**QUESTION 12. Special Period—The Julio-Claudians**

Use a *separate* Writing Booklet.

Attempt ONE of the following, (a) to (c).

- (a) ‘Men fit to be slaves.’—TACITUS

How adequately does this describe the Senate during the Julio-Claudian period?

- (b) How effective was the Praetorian Guard in the period of the Julio-Claudians?
- (c) Discuss the importance of ONE of the following in the time of the Julio-Claudians:
- (i) religion;
  - (ii) public building;
  - (iii) public entertainment.