

**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

**HIGHER SCHOOL CERTIFICATE EXAMINATION**

**2000**

# **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 Section.
- 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

### TOMBS AND BURIAL CUSTOMS OF OLD KINGDOM (DYNASTIES III–VI) AND NEW KINGDOM (DYNASTIES XVIII–XIX) EGYPT

Attempt BOTH questions.

Use a SEPARATE Writing Booklet for each question.

#### QUESTION 1

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

- (a) Discuss the origins of the Step Pyramid.

#### SOURCE A



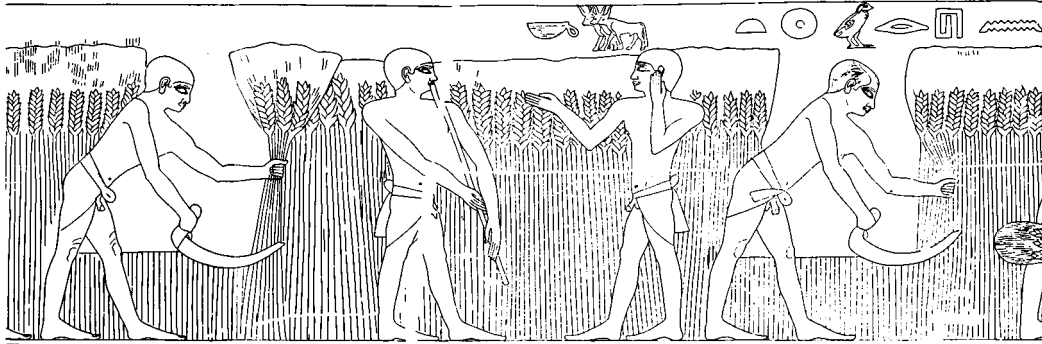
THE STEP PYRAMID AT SAKKARA

- (b) What does the tomb of Hetepheres reveal about the burial of Old Kingdom queens?

## QUESTION 1 (Continued)

- (c) What do the tombs of the nobles of the Old Kingdom reveal about agricultural activities?

## SOURCE B



*Kanawati, N, The tomb and Its Significance in Ancient Egypt, PrismArchaeological Series, 1987, p 112.*

## THE HARVEST IN PROGRESS, DYNASTY V

- (d) Discuss the role of shabtis and amulets in New Kingdom burial practices.
- (e) What evidence do we have about mummification practices in the New Kingdom?

## SOURCE C



*Kanawati, N, The tomb and Its Significance in Ancient Egypt, Prism Archaeological Series, 1987, plate 39b.*

## THE MUMMY OF SENNEJEM

- (f) Examine the evidence for family life found in the tombs of New Kingdom nobles.

**QUESTION 2**

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

- (a) What do the tombs of the Old and New Kingdoms reveal about the roles of the vizier and other officials?
  
- (b) Discuss the differences between the royal tombs of the Old and New Kingdoms.
  
- (c) How do the burial customs of the Old and New Kingdoms reflect the social organisation of Egypt?

**SECTION II****THE ATHENIAN AGORA FROM MYCENAEAN TIMES TO AD 267**

Attempt BOTH questions.

Use a SEPARATE Writing Booklet for each question.

**QUESTION 3**

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

- (a) What were the main developments in the Agora in the seventh and sixth centuries BC?
- (b) What part did fountain houses and the water supply play in the social and economic life of the Agora?

**SOURCE D**

*Massey M, Women in Ancient Greece and Rome, Cambridge University Press, Cambridge, 1988, p 9.*

**ATHENIAN WOMEN FETCHING WATER—LATE 6TH CENTURY BC**

**Question 3 continues on page 6**

## QUESTION 3 (Continued)

- (c) What can we learn about the Athenians from ostraka found in the Agora?

## SOURCE E



*Themelis P, The Agora, Apollo Editions, 1977, p 87.*

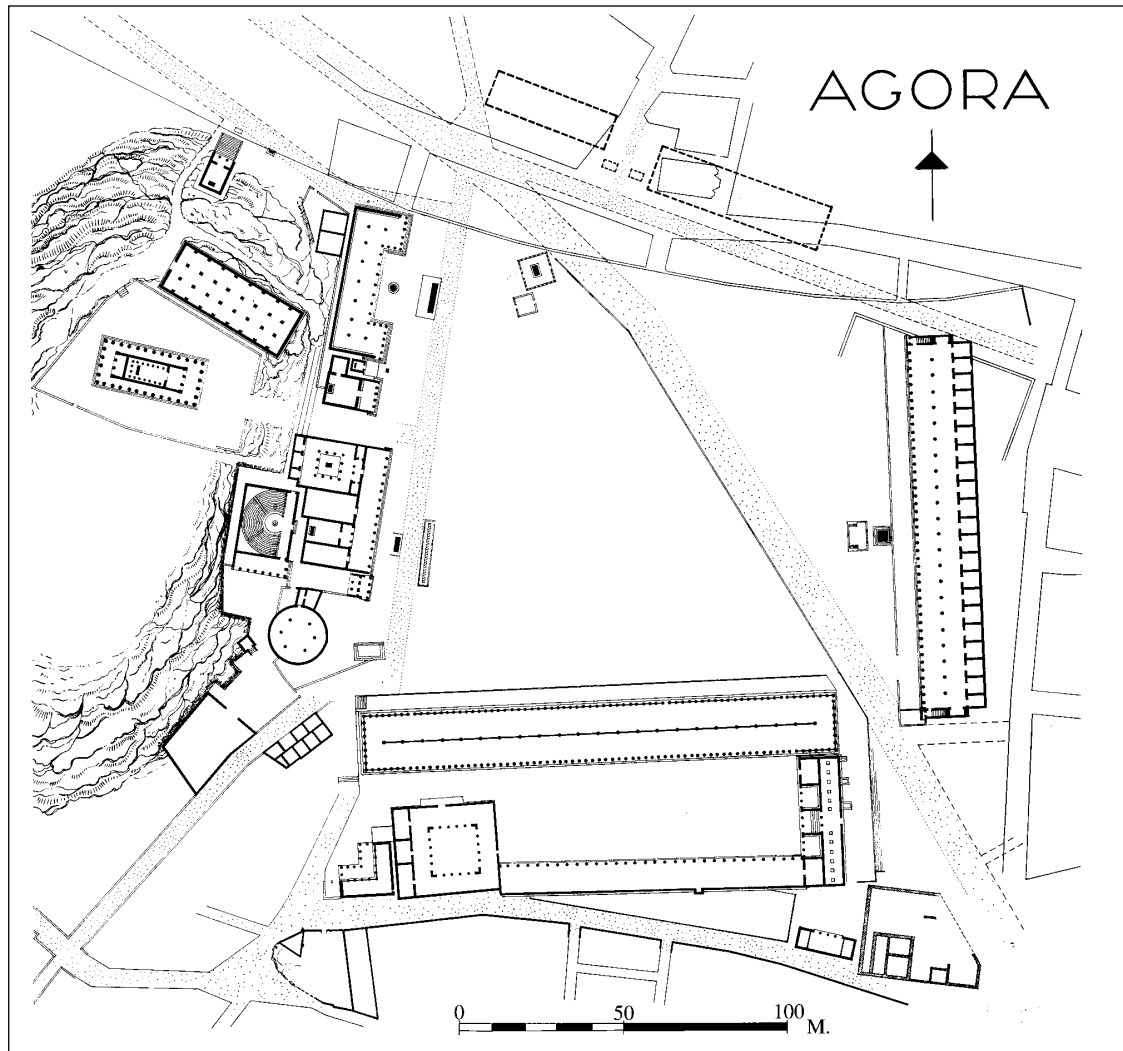
## OSTRAKA

- (d) What was the function and importance of the Bouleuterion in Athens of the fifth and fourth centuries BC?

## QUESTION 3 (Continued)

- (e) Discuss the changes to the Agora during Hellenistic times.

## SOURCE F



*Journal of Hellenic Studies, Vol 80, 1960, plate 1.*

THE AGORA c. MID-2ND CENTURY BC

- (f) How did the Agora develop between Sulla's sack of Athens in 86 BC and the death of Augustus?

## QUESTION 4

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

- (a) To what extent did the Agora reach its peak in the Periclean Age?
- (b) What role did the Agora play as a religious centre in Athens?
- (c) Discuss the influence of the Roman emperors on the Agora from Tiberius to AD 267.

**SECTION III**  
**ROMAN BRITAIN AD 43–410**

Attempt BOTH questions.

Use a SEPARATE Writing Booklet for each question.

**QUESTION 5**

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

- (a) What did Agricola achieve in Roman Britain?
- (b) How did the Romans provide effective communication within Roman Britain?

SOURCE G



A ROMAN ROAD

- (c) How successful were the Romans in conquering and occupying Scotland?
- (d) What benefits did the building of towns bring to Roman Britain?



## QUESTION 5 (Continued)

- (e) With reference to Source H and other evidence, describe the effects of Romanisation on the religion of the Britons.

## SOURCE H



*Burke J, Roman England, Weidenfeld & Nicolson, London 1983, p 23.*

ROMANISED RELIEF OF BRIGANTIA

**Question 5 continues on page 10**

**QUESTION 5 (Continued)**

- (f) Discuss the theories explaining the construction of the Roman forts of the Saxon Shore.

**SOURCE I**



**SAXON SHORE FORT**

**QUESTION 6**

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

- (a) Discuss the causes and results of the revolt in Britain of AD 61.
- (b) Discuss the main duties and activities of the Roman army in Britain.
- (c) How and why did the Romans abandon Britain in AD 410?

**SECTION IV**  
**THE KINGDOMS OF ISRAEL AND JUDAH**

Attempt BOTH questions.

Use a SEPARATE Writing Booklet for each question.

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

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

- (a) Discuss the main events of Asa's reign.

In the twentieth year of Jerobo'am king of Israel Asa began to reign over Judah, and he reigned forty-one years in Jerusalem. His mother's name was Ma'acah the daughter of Abish'-alom. And Asa did what was right in the eyes of the LORD, as David his father had done.

I Kings 15:9–11

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- (b) Explain what happened to Baasha and his house and why it was cursed.

Any one belonging to Ba'asha who dies in the city the dogs shall eat; and any one of his who dies in the field the birds of the air shall eat.

I Kings 16:4

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- (c) Explain the rise and fall of Athaliah.

- (d) Discuss the consequences of Manasseh's religious policy.

For he rebuilt the high places which his father Hezeki'ah had broken down, and erected altars to the Ba'als, and made Ashe'rahs, and worshipped all the host of heaven, and served them. And he built altars in the house of the LORD, of which the LORD had said, 'In Jerusalem shall my name be for ever.'

2 Chronicles 33:3–4

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- (e) Assess the importance of Josiah's celebration of the passover.

**Question 7 continues on page 12**

## QUESTION 7 (Continued)

- (f) How did the Persian kings assist in the restoration of Jerusalem's temple and walls?

. . . and a letter to Asaph, the keeper of the king's forest, that he may give me timber to make beams for the gates of the fortress of the temple, and for the wall of the city, and for the house which I shall occupy. And the king granted me what I asked, for the good hand of my God was upon me.

Then I came to the governors of the province Beyond the River, and gave them the king's letters. Now the king had sent with me officers of the army and horsemen.

Nehemiah 2:8–10

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## QUESTION 8

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

- (a) Account for the changing relationship between Israel and Judah during the time of the Divided Kingdom.
- (b) Compare and contrast the books of *Kings* and *Chronicles*, with particular reference to the purposes of their authors.
- (c) Discuss the similarities and differences between pre-Exilic Judah and post-Exilic Judah.

**SECTION V**  
**THE PELOPONNESIAN WAR**

Attempt BOTH questions.

Use a SEPARATE Writing Booklet for each question.

**QUESTION 9 Set Books—Thucydides**

Discuss briefly TWO of the following, (a) to (f). Make particular reference to any given passages from Thucydides' *History of the Peloponnesian War*.

(a) What arguments did the Corinthians put forward in favour of war at the debate at Sparta?

(b) How important was the campaign at Amphipolis?

\* The capture of Amphipolis caused great alarm at Athens. The place was not only useful because it supplied timber for ship-building and brought in revenue . . .

THUCYDIDES, V. 108

(c) Why did the Peace of Nicias fail to last?

\* And so, with good reason for confidence in every direction, the Spartans determined to throw themselves into the war without any reservations, calculating that, when once it was successfully over, they would be free for the future from the kind of danger which might have beset them if Athens had added the resources of Sicily to her own . . .

THUCYDIDES, VIII. 2

(d) Discuss Thucydides' attitude to Alcibiades.

\* For he [Alcibiades] was very much in the public eye, and his enthusiasm for horse-breeding and other extravagances went beyond what his fortune could supply.

THUCYDIDES, VI. 15

(e) What use did Sparta make of helots in the conduct of the Peloponnesian War?

\* The Spartans decreed that the helots who had fought with Brasidas should be given their freedom and allowed to live wherever they liked, and not long afterwards they settled them with the already freed helots at Lepreum, on the frontier between Laconia and Elis.

THUCYDIDES, V. 34

(f) What was Thucydides' purpose in writing his account of the Peloponnesian War?

**QUESTION 10**

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

- (a) How significant to the outcome of the Peloponnesian War was the Sicilian Expedition?
- (b) What effects did the Peloponnesian War have upon the city and citizens of Athens in the period from 431 BC to 404 BC?
- (c) How did Spartan leaders contribute to Sparta's victory in the Peloponnesian War?

**SECTION VI**  
**THE JULIO-CLAUDIANS**

Attempt BOTH questions.

Use a SEPARATE Writing Booklet for each question.

**QUESTION 11 Set Books—Tacitus, *The Annals***

Discuss briefly TWO of the following, (a) to (f). Make particular reference to any given passages from Tacitus' *Annals*.

- (a) Discuss Tiberius' relations with the Senate.

\* The senate now wallowed in the most abject appeals.

TACITUS, *Annals*, I. 11

- (b) Discuss Tacitus' view of the relationship between Germanicus and Tiberius.

\* Piso was certain that the purpose of his Syrian appointment was the repression of Germanicus' ambitions. According to one view, he received secret instructions from Tiberius to that effect.

TACITUS, *Annals*, II. 43

- (c) Discuss the influence exercised by imperial freedmen during the reign of Claudius.

- (d) How dependent was Nero on his advisers during the early years of his reign?

\* . . . the emperor's tutors, Sextus Afranius Burrus and Lucius Annaeus Seneca, . . . with a unanimity rare among partners in power, were, by different methods, equally influential.

TACITUS, *Annals*, XIII. 2

- (e) How did Nero punish his opponents?

- (f) How impartial is Tacitus' writing in the *Annals*?

\* I shall write without indignation or partisanship: in my case the customary incentives to these are lacking.

TACITUS, *Annals*, I. 1

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\*The *Annals of Imperial Rome* by Tacitus, Translated by Michael Grant, Penguin Classics, 1956,  
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**QUESTION 12**

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

- (a) Compare and contrast the reigns of Gaius (Caligula) and Claudius.
  
- (b) Discuss the use of the army by the Julio-Claudian emperors in maintaining their power.
  
- (c) Discuss the importance of TWO of the following in the Julio-Claudian period.
  - (i) Religion
  - (ii) Public buildings and fora
  - (iii) Slavery
  - (iv) Public entertainment

**End of paper**