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Centre Number

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Student Number

**2006**  
**HIGHER SCHOOL CERTIFICATE**  
**EXAMINATION**

# Ancient History

## General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
- Write your Centre Number and Student Number at the top of this page

## Total marks – 100

### Section I Pages 2–7

#### 25 marks

- Attempt Questions 1–3
- Allow about 45 minutes for this section

### Section II Pages 9–18

#### 25 marks

- Attempt ONE question from Questions 4–13
- Allow about 45 minutes for this section

### Section III Pages 19–21

#### 25 marks

- Attempt ONE question from Questions 14–25
- Allow about 45 minutes for this section

### Section IV Pages 22–26

#### 25 marks

- Attempt ONE question from Questions 26–41
- Allow about 45 minutes for this section

## Section I — Cities of Vesuvius – Pompeii and Herculaneum

25 marks

Attempt Questions 1–3

Allow about 45 minutes for this section

Answer the questions in the spaces provided.

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Marks

Question 1 (7 marks)



Using Source 1:

(a) What event is described in Source 1? 1

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(b) List TWO effects that this event had on the people. 2

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Question 1 continues on page 3

Question 1 (continued)



The Secrets of Vesuvius: Unlocking Pompeii & Herculaneum, Cameron & Lawless, Nelson Learning

Source 2: A food bar in Herculaneum

- (c) Using Source 2, describe how food was prepared and sold in Pompeii and Herculaneum.

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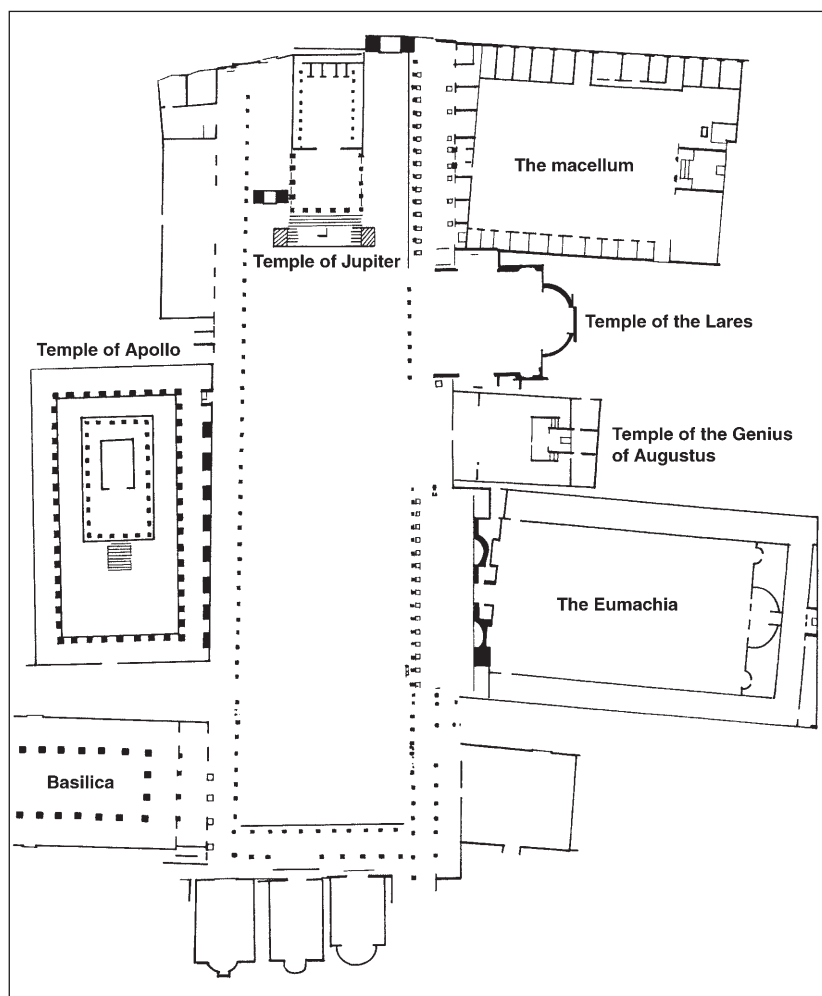
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End of Question 1

Question 2 (8 marks)



Roman Pompeii, Ray Laurence, Routledge, 1994

Source 3: The *forum* of Pompeii

Using Source 3, explain the importance of the *forum* in Pompeii.

8

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Question 2 continues on page 5



**Question 3** (10 marks)



Source 4: Lady of Oplontis

Using Source 4 and your own knowledge, explain how new research methods and technologies have contributed to our understanding of everyday life in Pompeii and Herculaneum.

**10**

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**Question 3 continues on page 7**



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## Ancient History

### Section II — Ancient Societies

25 marks

Attempt ONE question from Questions 4–13

Allow about 45 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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	Marks
<b>Question 4 — Option A – Egypt: Society in Old Kingdom Egypt, Dynasties III to VI (25 marks)</b>	
(a) Name TWO Old Kingdom gods.	2
(b) What was a <i>nomarch</i> ?	2
(c) Describe the leisure activities of the nobles.	5
(d) Outline the main features of crafts and industry.	6
(e) With reference to Source 5 and other sources, explain the significance of Old Kingdom myths and legends.	10

Awaiting Copyright Clearance

Source 5: Pyramid Text

**Question 5 — Option B – Egypt: Society in New Kingdom Egypt to the death of Amenhotep III (25 marks)**

- (a) Name TWO religious festivals. **2**
- (b) What was *tribute*? **2**
- (c) Describe the importance of the Nile in this period. **5**
- (d) Outline the roles of artisans and agricultural workers. **6**
- (e) With reference to Source 6 and other sources, explain the significance of Karnak. **10**



Source 6: Karnak (Obelisk of Thutmosis I)

**Question 6 — Option C – Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX**  
(25 marks)

- (a) Name TWO religious festivals. 2
- (b) What was a *shadouf*? 2
- (c) Describe the roles of the army during this period. 5
- (d) Outline the importance of the king (pharaoh) in New Kingdom society. 6
- (e) With reference to Source 7 and other sources, explain the significance of tomb decoration in this period. 10



The Eye of Horus: A History of Ancient Egypt,  
Gae Callender, Longman, 1997

Source 7: Ramesses III and the goddess Isis  
(Tomb of Prince Amen-hir-khopshef)

	<b>Marks</b>
<b>Question 7 — Option D – The Near East: Assyrian Society from Sargon II to Ashurbanipal (25 marks)</b>	
(a) Name TWO Assyrian gods.	<b>2</b>
(b) What were the <i>Tartanu</i> ?	<b>2</b>
(c) Describe the main features of Assyrian religious architecture.	<b>5</b>
(d) Outline the policy of deportation.	<b>6</b>
(e) With reference to Source 8 and other sources, explain the significance of the king in Assyrian society.	<b>10</b>



Source 8: Bas-relief from Nimrud

	<b>Marks</b>
<b>Question 8 — Option E – The Near East: Society in Israel from Solomon to the fall of Samaria (25 marks)</b>	
(a) Name TWO countries that traded with Israel.	<b>2</b>
(b) Who was Ba'al?	<b>2</b>
(c) Describe the main features of Israelite architecture.	<b>5</b>
(d) Outline the roles of the Israelite army.	<b>6</b>
(e) With reference to Source 9 and other sources, explain the significance of religious places in Israelite society.	<b>10</b>



Source 9: Beersheba horned altar

	<b>Marks</b>
<b>Question 9 — Option F – The Near East: Persian society at the time of Darius and Xerxes (25 marks)</b>	
(a) Name TWO Persian palace complexes.	<b>2</b>
(b) Who were the <i>Magi</i> ?	<b>2</b>
(c) Describe the main features of the Behistan (Behistun) inscription.	<b>5</b>
(d) Outline the main features of the Persian army during this period.	<b>6</b>
(e) With reference to Source 10 and other sources, explain the significance of art in Persian society during this period.	<b>10</b>



Source 10: Cylinder seal (Darius the Great)

	<b>Marks</b>
<b>Question 10 — Option G – Greece: The Bronze Age – Society in Minoan Crete</b> (25 marks)	
(a) Name TWO Minoan religious symbols.	<b>2</b>
(b) What was a <i>larnax</i> ?	<b>2</b>
(c) Describe the technology employed by the Minoans.	<b>5</b>
(d) Outline the role of Minoan religious places.	<b>6</b>
(e) With reference to Source 11 and other sources, explain the significance of the palace in Minoan society.	<b>10</b>



Source 11: Throne room (Palace of Knossos)

	<b>Marks</b>
<b>Question 11 — Option H – Greece: The Bronze Age – Mycenaean society</b> (25 marks)	
(a) Name TWO types of Mycenaean graves.	<b>2</b>
(b) What was <i>Linear B</i> ?	<b>2</b>
(c) Describe the role of the military in Mycenaean society.	<b>5</b>
(d) Outline the main features of trade and industry in Mycenaean society.	<b>6</b>
(e) With reference to Source 12 and other sources, explain the significance of the citadel in Mycenaean society.	<b>10</b>

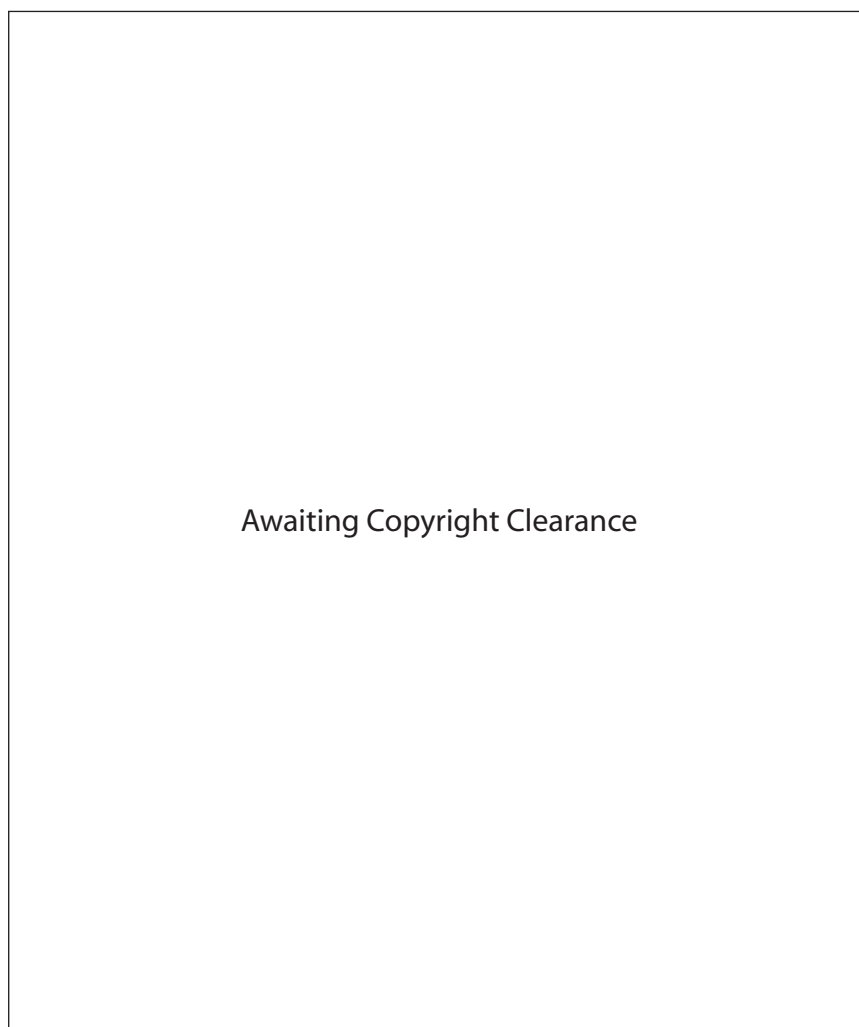


Source 12: Citadel at Mycenae (artist's reconstruction)



**Question 12 — Option I – Greece: Spartan society to the Battle of Leuctra  
371 BC (25 marks)**

- (a) Name TWO gods/goddesses worshipped at Sparta. **2**
- (b) Who was Lycurgus? **2**
- (c) Describe the role of the *agoge* in the education of Spartan boys. **5**
- (d) Outline the main roles of the Spartan kings. **6**
- (e) With reference to Source 13 and other sources, explain the significance of women in Spartan society. **10**



Source 13: Spartan woman involved in a religious rite

**Question 13 — Option J – Greece: Athenian society in the time of Pericles**  
(25 marks)

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|-----|--|-----------|
| (a) | Name TWO commercial centres of Athens.   | <b>2</b>  |
| (b) | What was the <i>polis</i> ?  | <b>2</b>  |
| (c) | Describe the main features of marriage customs in Athenian society.                                      | <b>5</b>  |
| (d) | Outline the role of the military in Athenian society.  | <b>6</b>  |
| (e) | With reference to Source 14 and other sources, explain the significance of religion in Athenian society. | <b>10</b> |



Personalities for the Past, Jennifer Lawless (ed.),  
Nelson Thomson

Source 14: Girls in the Panathenaic procession (Parthenon frieze)

### Section III — Personalities in Their Times

**25 marks**

**Attempt ONE question from Questions 14–25**

**Answer BOTH parts (a) and (b) in the question you attempt**

**Allow about 45 minutes for this section**

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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In your answers you will be assessed on how well you:

- present sustained, logical, and well-structured answers to the question
  - use relevant sources to support your argument
  - use historical terms and concepts appropriately
- 

	<b>Marks</b>
<b>Question 14 — Option A – Egypt: Hatshepsut (25 marks)</b>	
(a) Describe how Hatshepsut became king (pharaoh).	<b>10</b>
(b) Evaluate the foreign policy of Hatshepsut.	<b>15</b>
<b>Question 15 — Option B – Egypt: Akhenaten (25 marks)</b>	
(a) Describe the role of Nefertiti in the reign of Akhenaten.	<b>10</b>
(b) Evaluate religious developments during the reign of Akhenaten.	<b>15</b>
<b>Question 16 — Option C – Egypt: Ramesses II (25 marks)</b>	
(a) Describe the role of royal wives in the reign of Ramesses II.	<b>10</b>
(b) Evaluate Ramesses’ promotion of his own image as king (pharaoh).	<b>15</b>
<b>Question 17 — Option D – The Near East: Sennacherib (25 marks)</b>	
(a) Describe how Sennacherib promoted his religious beliefs.	<b>10</b>
(b) Evaluate the reign of Sennacherib as an Assyrian king.	<b>15</b>

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In your answers you will be assessed on how well you:

- present sustained, logical, and well-structured answers to the question
  - use relevant sources to support your argument
  - use historical terms and concepts appropriately
- 

	<b>Marks</b>
<b>Question 18 — Option E – The Near East: Xerxes (25 marks)</b>	
(a) Describe how Xerxes became king.	<b>10</b>
(b) Evaluate Xerxes’ attempts to expand the Persian empire.	<b>15</b>
<b>Question 19 — Option F – The Near East: Hannibal (25 marks)</b>	
(a) Describe Hannibal’s family background and influences.	<b>10</b>
(b) Evaluate the military career of Hannibal.	<b>15</b>
<b>Question 20 — Option G – Greece: Pericles (25 marks)</b>	
(a) Describe Pericles’ rise to prominence.	<b>10</b>
(b) Evaluate Pericles’ role in the development of Athens’ ‘Golden Age’.	<b>15</b>
<b>Question 21 — Option H – Greece: Alexander the Great (25 marks)</b>	
(a) Describe how Alexander became king.	<b>10</b>
(b) Evaluate Alexander’s relationship with his army and generals.	<b>15</b>
<b>Question 22 — Option I – Greece: Cleopatra VII (25 marks)</b>	
(a) Describe how Cleopatra became ruler of Egypt.	<b>10</b>
(b) Evaluate the impact of Cleopatra’s conflict with Octavian.	<b>15</b>

	<b>Marks</b>
<b>Question 23 — Option J – Rome: Tiberius Gracchus (25 marks)</b>	
(a) Describe the manner and impact of Tiberius Gracchus' death.	<b>10</b>
(b) Evaluate the methods Tiberius Gracchus used to achieve his reforms.	<b>15</b>
<b>Question 24 — Option K – Rome: Julius Caesar (25 marks)</b>	
(a) Describe Julius Caesar's reforms.	<b>10</b>
(b) Evaluate the significance of the Gallic Wars in the career of Julius Caesar.	<b>15</b>
<b>Question 25 — Option L – Rome: Agrippina the Younger (25 marks)</b>	
(a) Why was Agrippina killed?	<b>10</b>
(b) Evaluate the significance of Agrippina's marriages in her rise to prominence.	<b>15</b>

## Section IV — Historical Periods

**25 marks**

**Attempt ONE question from Questions 26–41**

**Allow about 45 minutes for this section**

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

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In your answers you will be assessed on how well you:

- present a sustained, logical, and well-structured answer to the question
  - use relevant sources to support your answer
  - use historical terms and concepts appropriately
- 

	<b>Marks</b>
<b>Question 26 — Option A – Egypt: From Unification to the First Intermediate Period (25 marks)</b>	
(a) Assess the changing roles and influence of the nobility during this period.	<b>25</b>
<b>OR</b>	
(b) Explain the significance of the development of pyramid-complexes during this period.	<b>25</b>
<b>Question 27 — Option B – Egypt: New Kingdom Egypt to the death of Thutmose IV (25 marks)</b>	
(a) Assess the significance of the reign of Thutmose (Thutmosis) III in this period.	<b>25</b>
<b>OR</b>	
(b) To what extent did New Kingdom Egypt establish an ‘empire’ in this period?	<b>25</b>
<b>Question 28 — Option C – Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II (25 marks)</b>	
(a) Assess the significance of the reign of Seti I in this period.	<b>25</b>
<b>OR</b>	
(b) Explain Egypt’s changing relationship with foreign powers during this period.	<b>25</b>

	<b>Marks</b>
<b>Question 29 — Option D – The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC (25 marks)</b>	
(a) Assess the significance of Assyrian building programs during this period.	<b>25</b>
<b>OR</b>	
(b) Explain the collapse of the Assyrian empire in 609 BC.	<b>25</b>
<b>Question 30 — Option E – The Near East: Israel and Judah from Solomon to the fall of Jerusalem (25 marks)</b>	
(a) Evaluate the reign of Solomon as an Israelite king.	<b>25</b>
<b>OR</b>	
(b) Explain the impact of Assyria on Israel and Judah during this period.	<b>25</b>
<b>Question 31 — Option F – The Near East: Persia from Cyrus II to the death of Darius III (25 marks)</b>	
(a) Evaluate the role of Cyrus II in the establishment of the Persian Empire.	<b>25</b>
<b>OR</b>	
(b) Explain the ‘decline’ of the Persian empire.	<b>25</b>
<b>Question 32 — Option G – Greece: The development of the Greek world 800–500 BC (25 marks)</b>	
(a) Explain the impact of hoplite warfare on the Greek world in this period.	<b>25</b>
<b>OR</b>	
(b) Assess the contribution of Solon to the development of Athenian democracy.	<b>25</b>

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In your answers you will be assessed on how well you:

- present a sustained, logical, and well-structured answer to the question
  - use relevant sources to support your answer
  - use historical terms and concepts appropriately
- 

**Question 33 — Option H – Greece: The Greek world 500–440 BC (25 marks)** **Marks**

- (a) Assess the contribution of Miltiades and Leonidas to the course of the Persian Wars. **25**

**OR**

- (b) Explain the origins and organisation of the Delian League. **25**

**Question 34 — Option I – Greece: The Greek world 446–399 BC (25 marks)**

- (a) Evaluate the impact of the Archadamic War on Athens and Sparta. **25**

**OR**

- (b) Why were the Athenians defeated in the Sicilian expedition? **25**

**Question 35 — Option J – Greece: Fourth-century Greece to the death of Philip II of Macedon (25 marks)**

- (a) Assess the impact of Thebes on Greek affairs in this period. **25**

**OR**

- (b) How did Philip transform Macedonia during this period? **25**



**Marks**

**Question 36 — Option K – Rome: 264–133 BC (25 marks)**

- (a) Assess the contributions of Fabius Maximus and Scipio Africanus to the course of the Second Punic War. **25**

**OR**

- (b) Why did Rome destroy Carthage in the Third Punic War? **25**

**Question 37 — Option L – Rome: Political revolution in Rome 133–78 BC**  
(25 marks)

- (a) Explain the significance of the conflict between *optimates* and *populares* in this period. **25**

**OR**

- (b) Assess the impact of Sulla's dictatorship and legislation in this period. **25**

**Question 38 — Option M – Rome: The fall of the Republic 78–31 BC**  
(25 marks)

- (a) Explain the outbreak of the Civil War (49–45 BC) between Pompey and Caesar. **25**

**OR**

- (b) Assess the importance of extraordinary military commands in Pompey's career before the First Triumvirate. **25**

**Question 39 — Option N – Rome: The Augustan Age 44 BC – AD 14 (25 marks)**

- (a) What role did the settlements of 27 BC and 23 BC play in the development of Augustus' principate? **25**

**OR**

- (b) Assess the role of the army in the Augustan principate. **25**

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In your answers you will be assessed on how well you:

- present a sustained, logical, and well-structured answer to the question
  - use relevant sources to support your answer
  - use historical terms and concepts appropriately
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**Marks**

**Question 40 — Option O – Rome: The Julio-Claudians and the Roman Empire**  
**AD 14–69 (25 marks)**

- (a) Assess the reforms and policies of ONE Julio-Claudian ruler. **25**

**OR**

- (b) Explain why there were four emperors in AD 69. **25**

**Question 41 — Option P – Rome: The Roman Empire AD 69–235 (25 marks)**

- (a) Assess the significance of the reign of Trajan in this period. **25**

**OR**

- (b) Explain the importance of the imperial cult during this period. **25**

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