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Centre Number

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Student Number

2013
HIGHER SCHOOL CERTIFICATE
EXAMINATION

Ancient History

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
Black pen is preferred
- A source booklet is provided at the back of this paper
- Write your Centre Number and Student Number at the top of this page and page 5

Total marks – 100

Section I Pages 2–6

25 marks

This section has two parts, Part A and Part B

- Allow about 45 minutes for this section

Part A – 15 marks

- Attempt Questions 1–8

Part B – 10 marks

- Attempt Question 9

Section II Pages 7–16

25 marks

- Attempt ONE question from Questions 10–19
- Allow about 45 minutes for this section

Section III Pages 17–20

25 marks

- Attempt ONE question from Questions 20–31
- Allow about 45 minutes for this section

Section IV Pages 21–29

25 marks

- Attempt ONE question from Questions 32–47
- Allow about 45 minutes for this section

Section I — Cities of Vesuvius – Pompeii and Herculaneum

25 marks

Allow about 45 minutes for this section

Part A – 15 marks

Attempt Questions 1–8

Allow about 25 minutes for this part

For multiple-choice questions, fill in the response oval next to the alternative that best answers the question. For other questions, answer in the spaces provided. These spaces provide guidance for the expected length of response.

Refer to the Source Booklet to answer Questions 1–8.

1 By which process was the food shown in Source *A* preserved? **1**

- (A) Carbonisation
- (B) Desiccation
- (C) Oxidation
- (D) Petrification

2 What do Source *A* and other sources reveal about the diet of people in Pompeii and Herculaneum? **3**

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3 Which of the following statements about Mamia is supported by Source *B*? **1**

- (A) She had a religious role.
- (B) Her tomb was in a temple.
- (C) She was involved in local government.
- (D) Her father could not afford to bury her.

- 4** What is the most likely location for the tomb shown in Source *B*? **1**
- (A) Inside the forum
 - (B) Next to the palaestra
 - (C) In front of the basilica
 - (D) Outside the Herculaneum Gate
- 5** Which of the following statements about women in Pompeii is supported by the information provided in Sources *B*, *C* and *D*? **1**
- (A) They had few legal rights, could not own property, nor be involved in business.
 - (B) They lived secluded lives within the family home where even wealthy women were occupied doing household work.
 - (C) Although they were interested in political and religious life, they could not hold positions of responsibility in either field.
 - (D) Although they did not have political equality with men, women had some property rights and could participate in commerce.
- 6** Which set of sources has been found in Pompeii but not in Herculaneum? **1**
- (A) Theatres, workshops, taverns
 - (B) Public baths, fulleries, bakeries
 - (C) A forum, electoral graffiti, tombs
 - (D) Villas, temples, gladiatorial graffiti
- 7** What evidence in Source *E* indicates that this excavation took place in Herculaneum? **1**
- (A) The roof tiles
 - (B) The iron cramps
 - (C) The massive wooden beams
 - (D) The metre of volcanic deposits



8 With reference to Source *E* and other sources, explain how Pompeii and Herculaneum were affected differently by the eruption of Mt Vesuvius.

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2013 HIGHER SCHOOL CERTIFICATE EXAMINATION

Ancient History

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Centre Number

Section I (continued)

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Student Number

Part B – 10 marks

Attempt Question 9

Allow about 20 minutes for this part

Refer to the Source Booklet to answer Question 9.

Answer the question in the space provided. This space provides guidance for the expected length of response.

Question 9 (10 marks)

With reference to the information and ideas represented in Sources *F*, *G* and *H*, and your own knowledge, explain how new research and technologies since the 1980s have changed earlier interpretations of human remains from Pompeii and Herculaneum.

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Question 9 continues on page 6

Ancient History

Section II — Ancient Societies

25 marks

Attempt ONE question from Questions 10–19

Allow about 45 minutes for this section

Answer the question in the Section II Writing Booklet. Extra writing booklets are available.

Question 10 — Option A – Egypt: Society in Old Kingdom Egypt, Dynasties III to VI (25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Section II Writing Booklet.

- (a) What is known about leisure activities in this period? **3**
- (b) What was the purpose of the Heb-Sed festival? **3**
- (c) Why was the pyramid complex at Saqqara an important site in this period? **4**

Answer part (d) of the question on pages 5–8 of the Section II Writing Booklet.

- (d) With reference to Source *I* and other sources, what does the evidence reveal about economic activity in this period? **15**



Acknowledgement: Reproduced with kind permission from the Werner Forman Archive Ltd, London

Source *I*: Scene from Mereruka's tomb

Question 11 – Option B – Egypt: Society in New Kingdom Egypt to the death of Amenhotep III (25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Section II Writing Booklet.

- (a) What is known about leisure activities in this period? **3**
- (b) What was the purpose of the Opet festival? **3**
- (c) Why was Thebes an important site in this period? **4**

Answer part (d) of the question on pages 5–8 of the Section II Writing Booklet.

- (d) With reference to Source *J* and other sources, what does the evidence reveal about economic activity in this period? **15**



Acknowledgement: The Metropolitan Museum of Art, Rogers Fund. 1915 (15.5.19e, l-m)
Image © The Metropolitan Museum of Art

Source *J*: Scene from the tomb of Nakht

Question 12 – Option C – Egypt: Society in New Kingdom Egypt during the Ramesside Period, Dynasties XIX and XX
(25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Section II Writing Booklet.

- (a) What is known about leisure activities in this period? **3**
- (b) What was the purpose of the Beautiful Feast of the Valley festival? **3**
- (c) Why was the Valley of the Kings an important site in this period? **4**

Answer part (d) of the question on pages 5–8 of the Section II Writing Booklet.

- (d) With reference to Source *K* and other sources, what does the evidence reveal about economic activity in this period? **15**



Acknowledgement: © The Metropolitan Museum of Art. Image Source: Art Resource, NY

Source *K*: Scene from the tomb of Ipuy

Question 13 – Option D – The Near East: Assyrian society from Sargon II to Ashurbanipal (25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Section II Writing Booklet.

- (a) What is known about leisure activities in this period? **3**
- (b) What was the religious role of the king? **3**
- (c) Why was Nineveh an important site in this period? **4**

Answer part (d) of the question on pages 5–8 of the Section II Writing Booklet.

- (d) With reference to Source *L* and other sources, what does the evidence reveal about economic activity in this period? **15**



Acknowledgement: © Livius.org

Source *L*: Assyrian standard weight

Question 14 – Option E – The Near East: Society in Israel from Solomon to the fall of Samaria (25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Section II Writing Booklet.

- (a) What is known about leisure activities in this period? **3**
- (b) What was the function of Hebron? **3**
- (c) Why was the Jerusalem Temple an important site in this period? **4**

Answer part (d) of the question on pages 5–8 of the Section II Writing Booklet.

- (d) With reference to Source *M* and other sources, what does the evidence reveal about economic activity in this period? **15**

Judah and Israel traded with [Tyre]; they exchanged wheat from Minnith and confections, honey, olive oil and balm for [its] wares.

Acknowledgement: THE HOLY BIBLE, NEW INTERNATIONAL VERSION® NIV®
Copyright © 1973, 1978, 1984 by International Bible Society®
Used by permission

Source *M*: *The Holy Bible*, Ezekiel 27.17

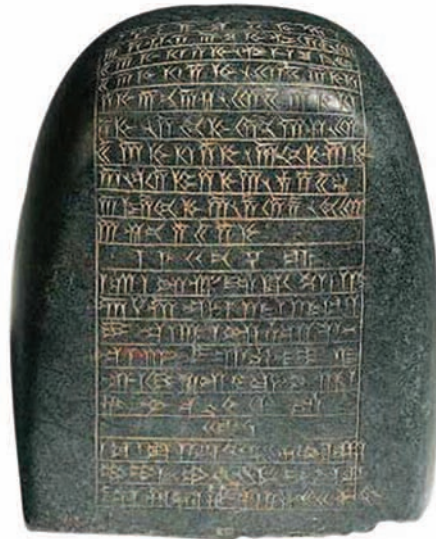
Question 15 – Option F – The Near East: Persian society at the time of Darius and Xerxes (25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Section II Writing Booklet.

- (a) What is known about leisure activities in this period? **3**
- (b) What was the role of Ahura-Mazda? **3**
- (c) Why was Naqsh-e Rostam an important site in this period? **4**

Answer part (d) of the question on pages 5–8 of the Section II Writing Booklet.

- (d) With reference to Source *N* and other sources, what does the evidence reveal about economic activity in this period? **15**



Acknowledgement: Polished diorite pyramidal weight: weight of two karsha (Old Persian, Elamite) = 1/3 mana (Babylonian); trilingual inscription with five, seven and eight lines respectively stating that "I [am] Darius, the great king, the son of Hystaspes, an Achaemenian"; Reg. No. 1888,0512,Bu.257; PRN. WCO25303: © The Trustees of the British Museum http://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=367895&partId=1&images=true&people=93575&page=4

Source *N*: Persian standard weight

Question 16 – Option G – Greece: The Bronze Age – Society in Minoan Crete
(25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Section II Writing Booklet.

- (a) What is known about leisure activities in this period? **3**
- (b) What was the role of the bull in Minoan society? **3**
- (c) Why was Phaestos an important site in this period? **4**

Answer part (d) of the question on pages 5–8 of the Section II Writing Booklet.

- (d) With reference to Source *O* and other sources, what does the evidence reveal about economic activity in this period? **15**



Acknowledgement: © University of Toronto

Source *O*: Loom weights from Crete

Question 17 – Option H – Greece: The Bronze Age – Mycenaean society
(25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Section II Writing Booklet.

- (a) What is known about leisure activities in this period? **3**
- (b) What were the features of shaft graves? **3**
- (c) Why was the city of Mycenae an important site in this period? **4**

Answer part (d) of the question on pages 5–8 of the Section II Writing Booklet.

- (d) With reference to Source *P* and other sources, what does the evidence reveal about economic activity in this period? **15**



Acknowledgement: Pottery bell krater decorated in the Pictorial Style;
Reg. No. 1897,0401.927; Image 00466013001: © The Trustees of the British Museum
http://www.britishmuseum.org/research/collection_online/collection_object_details/collection_image_gallery.aspx?assetId=466013&objectId=461847&partId=1

Source *P*: A Mycenaean vase from a tomb in Cyprus

**Question 18 – Option I – Greece: Spartan society to the Battle of Leuctra
371 BC (25 marks)**

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Section II Writing Booklet.

- (a) What is known about leisure activities in this period? **3**
- (b) What was the purpose of the *Karneia*? **3**
- (c) Why were the two kings an important part of Spartan government in this period? **4**

Answer part (d) of the question on pages 5–8 of the Section II Writing Booklet.

- (d) With reference to Source *Q* and other sources, what does the evidence reveal about economic activity in this period? **15**

As for the penalties with which they [the Spartans] mistreated the Messenians, there are the verses composed by Tyrtaeus:

like asses worn out by heavy burdens, bringing to their [Spartan] masters out of grievous necessity half of all the produce that the land brings forth.

Acknowledgement: Pausanias, *Description of Greece* IV.14.5 [Tyrtaeus, Fragment 7], *Greek Elegiac Poetry from the seventh to the fifth centuries*, edited and translated by Douglas E Gerber, Harvard University Press, Cambridge, Massachusetts, London, England, 1999. Reproduced by permission of Professor Douglas Gerber.

Source *Q*: Pausanias, *Description of Greece* IV.14.5

[Tyrtaeus, *Fragment 6*]

Question 19 — Option J – Greece: Athenian society in the time of Pericles
(25 marks)

Answer parts (a), (b) and (c) of the question on pages 2–4 of the Section II Writing Booklet.

- (a) What is known about leisure activities in this period? **3**
- (b) What was the purpose of the *Thesmophoria*? **3**
- (c) Why was the Acropolis an important site in this period? **4**

Answer part (d) of the question on pages 5–8 of the Section II Writing Booklet.

- (d) With reference to Source *R* and other sources, what does the evidence reveal about economic activity in this period? **15**

Awaiting copyright

Source *R*: Thucydides, *History of the Peloponnesian War* II.38

Section III — Personalities in Their Times

25 marks

Attempt ONE question from Questions 20–31

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

Allow about 45 minutes for this section

Answer part (a) of the question in a writing booklet.

Answer part (b) of the question in a SEPARATE writing booklet.

Extra writing booklets are available.

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

- demonstrate historical knowledge and understanding relevant to the question
 - use relevant sources to support your response
 - communicate ideas and information using historical terms and concepts appropriately
 - present a sustained, logical and cohesive response
-

Question 20 — Option A – Egypt: Hatshepsut (25 marks)

Answer part (a) of the question in a writing booklet.

- (a) How did Hatshepsut’s background prepare her for her prominent role? **10**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Success or failure? Assess the contribution of Hatshepsut to her time. **15**

Question 21 — Option B – Egypt: Akhenaten (25 marks)

Answer part (a) of the question in a writing booklet.

- (a) How did Akhenaten’s background prepare him for his prominent role? **10**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Success or failure? Assess the contribution of Akhenaten to his time. **15**

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

- demonstrate historical knowledge and understanding relevant to the question
 - use relevant sources to support your response
 - communicate ideas and information using historical terms and concepts appropriately
 - present a sustained, logical and cohesive response
-

Question 22 — Option C – Egypt: Ramesses II (25 marks)

Answer part (a) of the question in a writing booklet.

- (a) How did Ramesses II's background prepare him for his prominent role? **10**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Success or failure? Assess the contribution of Ramesses II to his time. **15**

Question 23 — Option D – The Near East: Sennacherib (25 marks)

Answer part (a) of the question in a writing booklet.

- (a) How did Sennacherib's background prepare him for his prominent role? **10**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Success or failure? Assess the contribution of Sennacherib to his time. **15**

Question 24 — Option E – The Near East: Xerxes (25 marks)

Answer part (a) of the question in a writing booklet.

- (a) How did Xerxes' background prepare him for his prominent role? **10**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Success or failure? Assess the contribution of Xerxes to his time. **15**

Question 25 — Option F – The Near East: Hannibal (25 marks)

Answer part (a) of the question in a writing booklet.

- (a) How did Hannibal’s background prepare him for his prominent role? **10**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Success or failure? Assess the contribution of Hannibal to his time. **15**

Question 26 — Option G – Greece: Pericles (25 marks)

Answer part (a) of the question in a writing booklet.

- (a) How did Pericles’ background prepare him for his prominent role? **10**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Success or failure? Assess the contribution of Pericles to his time. **15**

Question 27 — Option H – Greece: Alexander the Great (25 marks)

Answer part (a) of the question in a writing booklet.

- (a) How did Alexander the Great’s background prepare him for his prominent role? **10**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Success or failure? Assess the contribution of Alexander the Great to his time. **15**

Question 28 — Option I – Greece: Cleopatra VII (25 marks)

Answer part (a) of the question in a writing booklet.

- (a) How did Cleopatra’s background prepare her for her prominent role? **10**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Success or failure? Assess the contribution of Cleopatra to her time. **15**

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

- demonstrate historical knowledge and understanding relevant to the question
 - use relevant sources to support your response
 - communicate ideas and information using historical terms and concepts appropriately
 - present a sustained, logical and cohesive response
-

Question 29 — Option J – Rome: Tiberius Gracchus (25 marks)

Answer part (a) of the question in a writing booklet.

- (a) How did Tiberius Gracchus’s background prepare him for his prominent role? **10**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Success or failure? Assess the contribution of Tiberius Gracchus to his time. **15**

Question 30 — Option K – Rome: Julius Caesar (25 marks)

Answer part (a) of the question in a writing booklet.

- (a) How did Julius Caesar’s background prepare him for his prominent role? **10**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Success or failure? Assess the contribution of Julius Caesar to his time. **15**

Question 31 — Option L – Rome: Agrippina the Younger (25 marks)

Answer part (a) of the question in a writing booklet.

- (a) How did Agrippina the Younger’s background prepare her for her prominent role? **10**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Success or failure? Assess the contribution of Agrippina the Younger to her time. **15**

Section IV — Historical Periods

25 marks

Attempt ONE question from Questions 32–47

Allow about 45 minutes for this section

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

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

- demonstrate historical knowledge and understanding relevant to the question
 - use relevant sources to support your response
 - communicate ideas and information using historical terms and concepts appropriately
 - present a sustained, logical and cohesive response
-

Question 32 — Option A – Egypt: From Unification to the First Intermediate Period (25 marks)

- (a) *The mother of the King of Upper and Lower Egypt, follower of Horus, she who is in charge of the affairs of the Harem, whose every word is done for her, daughter of the god (begotten) of his body, Hetepheres.* **25**

I.E.S. Edwards, *Pyramids of Egypt*, Revised Ed, Penguin Group, London, 1993.
Reproduced with permission from Penguin Group, London

Inscription from the tomb of Hetepheres

With reference to the quotation, discuss the power and influence of queens in this period.

OR

- (b) How important to Egypt were neighbouring lands during this period? **25**

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

- demonstrate historical knowledge and understanding relevant to the question
 - use relevant sources to support your response
 - communicate ideas and information using historical terms and concepts appropriately
 - present a sustained, logical and cohesive response
-

Question 33 — Option B – Egypt: New Kingdom Egypt to the death of Thutmose IV (25 marks)

- (a) *I [Thutmose III] made your [Amun's] enemies succumb beneath your soles, So that you crushed the rebels and the traitors. For I bestowed on you the earth, its length and breadth, Westerners and easterners are under your command.* **25**

Acknowledgement: Miriam Lichtheim, *Stela of Thutmose III from the Karnak Temple*, Ancient Egyptian Literature, University of California Press, London, 1976.

Stela of Thutmose III from the Karnak Temple

With reference to the quotation, discuss how successfully pharaohs maintained the 'empire' during this period.

OR

- (b) What was the political and religious significance of the building program of Thutmose III? **25**

Question 34 — Option C – Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II (25 marks)

- (a) *Behold then, Khetasar, the great chief of Kheta [the Hittites], is in treaty relation with ... (Ramesses II), the great ruler of Egypt, beginning with this day, in order to bring about good peace and good brotherhood between us forever.* **25**

Acknowledgement: *Ancient Records of Egypt Vol III*, University of Chicago Press

Hittite Peace Treaty, inscription from Per Ramesses

With reference to the quotation, assess the extent to which Egypt's relations with foreign powers changed from the Eighteenth to the Nineteenth Dynasties.

OR

- (b) How well did Amenhotep III conform to the image of the warrior pharaoh? **25**

Question 35 – Option D – The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC (25 marks)

- (a) *I built a city ... and completed it from its foundations to its parapets. Inside it I founded a palace for my royal residence. I named it Kar-Assur, set up the weapon of the god Assur, my lord, therein, and settled the people of foreign lands conquered by me therein ... I dug out the Patti-Enlil canal, which had lain abandoned for a very long time and ... I made an abundance of water gurgle through it.* **25**

Inscription of Tiglath-Pileser III

With reference to the quotation, explain why building programs were important to Assyrian kings during this period.

OR

- (b) To what extent did Assyria's relations with foreign powers change during this period? **25**

Question 36 – Option E – The Near East: Israel and Judah from Solomon to the fall of Jerusalem (25 marks)

- (a) *The prophet Elisha summoned a man from the company of the prophets and said to him ... go to Ramoth Gilead. When you get there, look for Jehu son of Jehoshaphat ... Go to him ... and declare, 'This is what the LORD says: I anoint you king over Israel.'* **25**

Acknowledgement: THE HOLY BIBLE, NEW INTERNATIONAL VERSION® NIV®
Copyright © 1973, 1978, 1984 by International Bible Society® Used by permission.

The Holy Bible, 2 Kings 9.1–3

With reference to the quotation, explain the relationship between the prophets and the kings during this period.

OR

- (b) How did the changing balance of power between neighbouring states affect Judah during this period? **25**

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

- demonstrate historical knowledge and understanding relevant to the question
 - use relevant sources to support your response
 - communicate ideas and information using historical terms and concepts appropriately
 - present a sustained, logical and cohesive response
-

Question 37 — Option F — The Near East: Persia from Cyrus II to the death of Darius III (25 marks)

- (a) *King Darius says: ... After I became king, I fought nineteen battles in a single year and by the grace of Ahuramazda I overthrew nine kings and I made them captive ... As to these provinces which revolted, lies made them revolt, so that they deceived the people. Then Ahuramazda delivered them into my hand; and I did unto them according to my will.* **25**

Acknowledgement: © Livius.org

The Behistan Inscription 52–54

With reference to the quotation, assess the extent to which the Persians were successful in suppressing revolts throughout the empire during this period.

OR

- (b) How did Persian kings manage the issues of dynastic succession? **25**

**Question 38 – Option G – Greece: The development of the Greek world
800–500 BC (25 marks)**

- (a) ... men were often to be heard saying that the tyranny of Peisistratus was the Golden Age. **25**

Aristotle, *Athenian Constitution* 16.7

With reference to the quotation, evaluate the success of the Peisistratid tyranny.

OR

- (b) How important were the reforms of Lycurgus in establishing Sparta as a power in Greece during this period? **25**

Question 39 – Option H – Greece: The Greek world 500–440 BC (25 marks)

- (a) Next the Athenians assessed the various contributions to be made for the war against Persia, and decided which states should furnish money and which states should send ships – the object being to compensate for their losses by ravaging the territory of the King of Persia. **25**

Acknowledgement: The History of the Peloponnesian War I.96 by Thucydides, translated by Rex Warner, with an introduction and notes by M.I. Finley, (Penguin Classics, 1954, Revised edition 1972)
Translation © Rex Warner, 1954. Introduction and Appendices © M.I. Finley, 1972, page 92.
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Thucydides, *History of the Peloponnesian War* I.96

With reference to the quotation, assess the extent to which the Delian League fulfilled its aims.

OR

- (b) How important was unity to the Greek states in their victory over the Persians? **25**

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

- demonstrate historical knowledge and understanding relevant to the question
 - use relevant sources to support your response
 - communicate ideas and information using historical terms and concepts appropriately
 - present a sustained, logical and cohesive response
-

Question 40 — Option I – Greece: The Greek world 446–399 BC (25 marks)

- (a) *The chief point and the one which they [the Spartans] made most clear was that war could be avoided if Athens would revoke the Megarian Decree.* **25**

Acknowledgement: The History of the Peloponnesian War I.139 by Thucydides, translated by Rex Warner, with an introduction and notes by M.I. Finley, (Penguin Classics, 1954, Revised edition 1972) Translation © Rex Warner, 1954. Introduction and Appendices © M.I. Finley, 1972, page 118. Reproduced by permissions of Penguin Books Ltd.

Thucydides, *History of the Peloponnesian War* I.139

With reference to the quotation, discuss the Megarian Decree as a cause of the Peloponnesian War.

OR

- (b) Assess the impact of the Sicilian expedition on the outcome of the Peloponnesian War. **25**

Question 41 — Option J – Greece: Fourth-century Greece to the death of Philip II of Macedon (25 marks)

- (a) *I, King Artaxerxes, regard the following arrangements as just ... if either of the ... parties refuses to accept peace on these terms, I, together with those who will accept this peace, will make war on that party both by land and by sea, with ships and with money.* **25**

Acknowledgement: A History of My Times (Hellenica 5.1.31) by Xenophon. Translation © Rex Warner, 1966. Introduction and notes © George Cawkwell, 1979, pages 253–254. Reproduced by permission of Penguin Books Ltd.

Xenophon, *Hellenica* 5.1.31

With reference to the quotation, assess the extent to which the ‘King’s Peace’ was successful in resolving conflict among the Greek states.

OR

- (b) Account for the failure of the Greek states to prevent Philip II’s eventual domination of Greece. **25**

Question 42 – Option K – Rome: 264–133 BC (25 marks)

- (a) *He did not form the cohorts in line before their respective standards, but placed a considerable interval between the maniples in order that there might be space for the enemy elephants to be driven through without breaking the ranks.* **25**

Acknowledgment: Titus Livius (Livy), *The History of Rome* 30, Rev. Canon Roberts, Ed.
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.02.0144%3Abook%3D30%3Achapter%3D33>

Livy, *The History of Rome* 30.33.1

With reference to the quotation, assess the extent to which changes in Roman warfare contributed to the defeat of the Carthaginians during this period.

OR

- (b) Explain the impact of the wars of expansion on social and economic conditions in Rome and Italy during this period. **25**

Question 43 – Option L – Rome: Political revolution in Rome 133–78 BC (25 marks)

- (a) *...seeing no other chance of their acquiring citizenship, they [the allies] decided to rebel against the Romans and make war against them with all their power.* **25**

Acknowledgement: Political revolution in Rome 133–78 BC, Appian *Civil Wars* I.38–39, *Ancient Rome, from the Early Republic to the Assassination of Julius Caesar*, Matthew Dillon and Lynda Garland, page 491, Routledge, Oxford, 2005

Appian, *Civil Wars* I.38–39

With reference to the quotation, evaluate the effect of the Social War in resolving the problems between Rome and her allies.

OR

- (b) To what extent did the office of tribune allow reformers to influence politics in Rome during this period? **25**

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

- demonstrate historical knowledge and understanding relevant to the question
 - use relevant sources to support your response
 - communicate ideas and information using historical terms and concepts appropriately
 - present a sustained, logical and cohesive response
-

Question 44 — Option M – Rome: The fall of the Republic 78–31 BC

(25 marks)

- (a) ... between himself [Caesar], Pompey, and Crassus the following compact was made: these two were to stand for the consulship, and Caesar was to assist their candidacy by sending large numbers of his soldiers home to vote for them; as soon as they were elected, they were to secure for themselves commands of provinces and armies, and to confirm Caesar's present provinces to him for another term of five years. **25**

Plutarch, *Life of Pompey* 51.3

With reference to the quotation, assess the extent to which the First Triumvirate achieved its aims.

OR

- (b) Why did the Roman Republic fall? **25**

Question 45 — Option N – Rome: The Augustan Age 44 BC – AD 14 (25 marks)

- (a) ... Augustus kept for himself all the more vigorous provinces – those that could not be safely administered by an annual governor; the remainder went to proconsuls chosen by lot. Yet, as occasion arose, he would change the status of provinces from imperial to senatorial, or contrawise [vice-versa]. **25**

Acknowledgment: Suetonius, *The Twelve Caesars* (trans. Robert Graves, revised, Michael Grant) Penguin Classics, London, 1979. With kind permission of AP Watt at United Agents LLP.

Suetonius, *Life of Augustus* 47

With reference to the quotation, evaluate the success of Augustus's management of the frontier and provinces.

OR

- (b) Discuss the contribution of Agrippa to the establishment and consolidation of Augustus's rule. **25**

Question 46 – Option O – Rome: Rome in the time of the Julio-Claudians and the Roman Empire AD 14–69 (25 marks)

- (a) ... he [Augustus] had added a clause advising that the empire should not be extended beyond its present frontiers. **25**

Acknowledgement: Michael Grant, *The Annals of Imperial Rome*, Penguin Group, London, 1989.
Reproduced with permission from Penguin Group, London.

Tacitus, *Annals* I.11

With reference to the quotation, discuss the extent to which the Julio-Claudians followed Augustus's instruction.

OR

- (b) Discuss the role of the Praetorian Guard in managing the problems of succession during this period. **25**

Question 47 – Option P – Rome: The Roman Empire AD 69–235 (25 marks)

- (a) *To Neptune and Minerva this temple [is dedicated with prayers] for the welfare of the divine [imperial] house, by the authority of Tiberius Claudius Cogidubnus, king and imperial legate in Britain, by the guild of smiths and its members, at their own expense ...* **25**

Acknowledgement: Inscription from a Roman Temple in Britain. *Roman Britain Outpost of the Empire*, H.H Scullard, Thames and Hudson. 1968. Reproduced with permission from Thames and Hudson, UK.

Inscription from a Roman temple in Britain

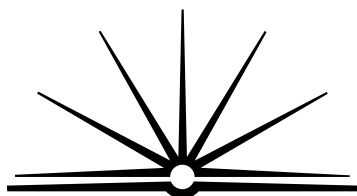
With reference to the quotation, discuss the extent to which the imperial cult was used as a means of control during this period.

OR

- (b) How important was the granting of Roman citizenship to the process of Romanisation? **25**

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Source A Page 2

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Source A

Foods from Pompeii, preserved by the eruption of Vesuvius



Photos © Erich Lessing/lessingimages.com

Source B

Mamia's burial place and inscription



Acknowledgement: ©Jackie and Bob Dunn www.pompeiiinpictures.com
Su concessione del Ministero per i Beni e le Attività Culturali:
Soprintendenza Speciale per i Beni Archeologici di Napoli e Pompei

To Mamia, daughter of Publius, public priestess, a place for burial was given by decree of the town councillors.

Acknowledgement: Cooley, A. and MGL, *Pompeii: A Sourcebook*, (page 97. E40). Routledge, 2004.
Reproduced by permission of Taylor and Francis Books (UK)

Source C

Painted sign from a wine bar in Pompeii

[The woman] Hedone says, 'You can drink here for one *as*, if you give two, you will drink better; if you give four, you will drink Falernian.'

Acknowledgement: Painted sign from a wine bar in Pompeii (page 169), Alison E. Cooley and MGL Cooley, *Pompeii: A Sourcebook*. Routledge, London, 2004. Reproduced by permission of Taylor and Francis Books (UK)

Source D

Extract from a wax tablet found in Pompeii

Poppaea Note, freedwoman of Priscus, has sworn that the slaves Simplex and Petrinus ... are hers and that she owns them ... Dicitia Margaritis has bought these slaves ... and has received formal ownership of them from Poppaea.

Acknowledgment: Extract from a wax tablet found in Pompeii, page 169.
Pompeii: A Sourcebook. Alison E. Cooley/M.G.L Cooley, Routledge, London, 2004

Source E

Extract from Domenico Camardo et al., 'Raising The Roof' in *World Archaeology*, 2010

The roof lay in a corner of the beach ... The team had to remove about a metre of volcanic deposits before the roof was exposed, still lying on the black sand of the beach.

Massive wooden beams up to 7 metres long, along with smaller timbers and rafters, were the first elements to be uncovered. These lay on top of the tiles that would originally have covered the roof, revealing that it had been flipped upside down by the brute force of the eruption ... Despite the monumental size and weight of the timbers, not one nail was used and only a few iron cramps were recovered.

"Raising the Roof " by Domenico, Mario Notomista and Sarah Court (Herculaneum Conservation Project),
Current World Archaeology Magazine: Issue 42 www.world-archaeology.com

Source F

Extract from Estelle Lazer, *Resurrecting Pompeii*, 2011

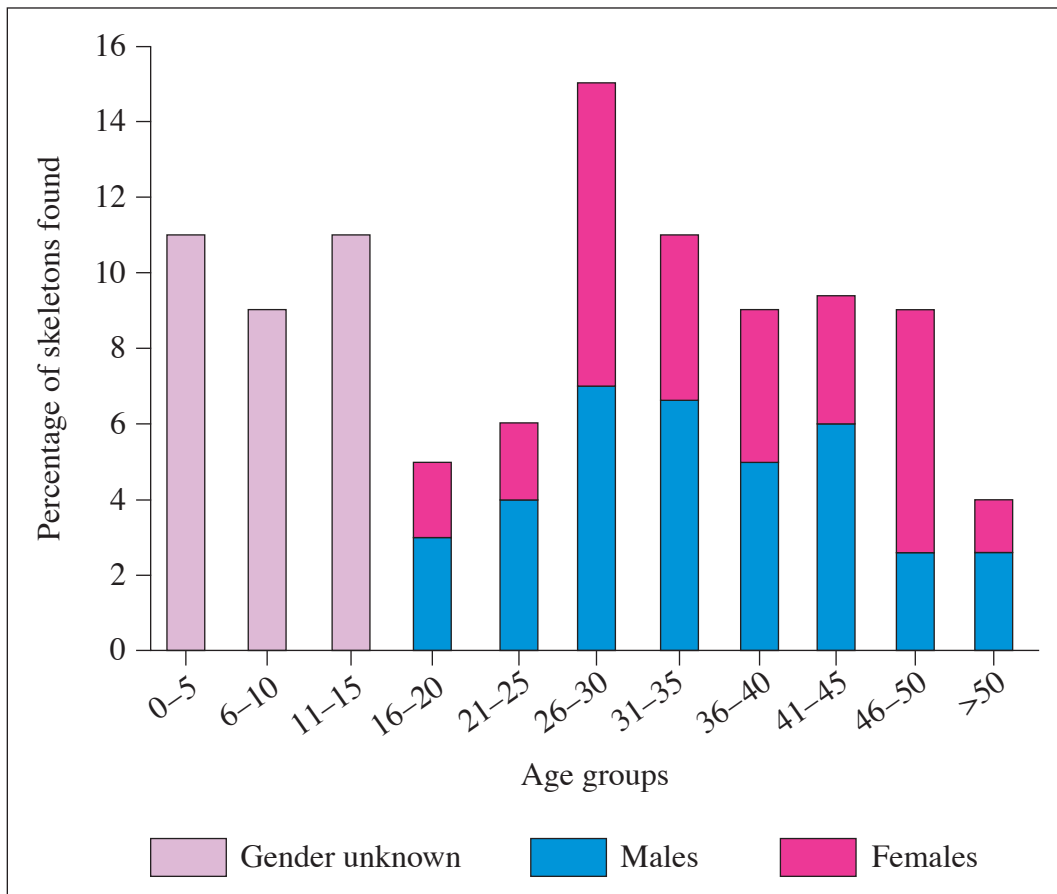
Interpretation of the human skeletal remains from Pompeii and Herculaneum has been dominated by a storytelling approach ...

Analysis of the skeletal remains enabled commonly held views about the population to be tested.

Acknowledgement: Estelle Lazer, *Resurrecting Pompeii*. Pompeii: A Sourcebook (pages 265 & 266),
Routledge, 2011. Reproduced by permission of Taylor and Francis Books (UK)

Source G

Age and sex distribution of skeletons from Herculaneum studied by Luigi Capasso in the 1990s



Acknowledgement: Illustration by Amy Richardson, based on Luigi Capasso, Andrew Wallace-Hadrill, Herculaneum: Past and Future.

Source H

Extract from Marilena Cipollaro et al., *Croatian Medical Journal*, 1999

In collaboration with the Pompeii Archaeological Superintendence, our research group initiated the study of ancient DNA extracted from human bone remains buried in Pompeii and Herculaneum ... [This research] represents a new bridge between the world of exact sciences and the world of history. This new approach that involves different research fields, such as archaeology, anthropology, genetics, and molecular biology, allows the investigation of problems that until now were thought to be inaccessible to human knowledge.

Acknowledgement: "Histological Analysis and Ancient DNA Amplification of Human Bone Remains Found in Caius Iulius Polybius House in Pompeii", Marilena Cipollaro et al., *Croatian Medical Journal*, March 1999.