



Western Australian Certificate of Education Examination, 2010

Question/Answer Booklet

ANCIENT HISTORY Stage 2

Please place your student identification label in this box

Student Number: In figures

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In words

Time allowed for this paper

Reading time before commencing work: ten minutes
Working time for paper: three hours

Materials required/recommended for this paper

To be provided by the supervisor

This Question/Answer Booklet
Document Booklet

To be provided by the candidate

Standard items: pens, pencils, eraser, correction fluid/tape, ruler, highlighters

Special items: nil

Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of exam
Section One: Document Study	2	2	90	50	50
Section Two: Essay					
Part A: Unit 2A	3	1	45	25	50
Part B: Unit 2B	3	1	45	25	
				Total	100

Instructions to candidates

- The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2010*. Sitting this examination implies that you agree to abide by these rules.
- Answer the questions according to the following instructions.

Section One: There are six sets of documents, one for each time period of study. Answer **two** questions in the space provided.

Section Two: You must answer **two** questions **only** in the space provided.
- Confine your responses to the specific questions asked and follow any instructions that are specific to a particular question.
- Pages are included at the end of this booklet for planning and writing your answer.
 - Planning: If you use the pages for planning, indicate this clearly at the top of the page.
 - Answering the question: In the pages provided indicate clearly the question number you are answering.

Section Two: Essay**50% (50 Marks)**

This section has **two (2)** parts.

Part A: Unit 2A—Historical trends and/or movements

Answer **one (1)** question from your chosen time period of study.

Suggested working time: 45 minutes.

Part B: Unit 2B—Confrontation and resolution

Answer **one (1)** question from your chosen time period of study.

Suggested working time: 45 minutes.

Pages are included at the end of this booklet for planning and writing your answer.

- Planning: If you use the pages for planning, indicate this clearly at the top of the page.
 - Answering the question: In the pages provided indicate clearly the question number you are answering.
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See next page

Part A

Unit 2A—Historical trends and/or movements

You are required to answer **one (1)** of the following questions from your chosen time period of study. Use the pages provided from page 18 and clearly indicate the number of the question that you are answering.

Egypt: The rise and fall of the Old Kingdom from Dynasty 0 to Dynasty 6 (c. 3100 BCE to c. 2181 BCE)

Question 3 (25 marks)

- (a) Outline the meaning of the term 'god king' in the period of study. (3 marks)
- (b) Describe the evidence that demonstrates the existence of a god king in Egypt in the period of study. (10 marks)
- (c) Explain the role of the god king in the Egyptian state. (12 marks)

or

Question 4 (25 marks)

- (a) Identify evidence that demonstrates the rise in power of the nobles. (3 marks)
- (b) Describe in detail at least **one** example of this evidence. (10 marks)
- (c) Examine the impact on Egypt of the rise in power of the nobles. (12 marks)

or

Question 5 (25 marks)

- (a) Outline briefly the main beliefs of the Solar Religion in the period of study. (3 marks)
- (b) Identify evidence that supports the existence of the Solar Religion in the period of study and describe **one** example of this evidence in detail. (10 marks)
- (c) Explain how the Solar Religion was able to influence the administration and organisation of the Egyptian state in the period of study. (12 marks)

Greece: Emergence of Greek city states in the archaic period c. 800 BCE to the fall of the Pisistratid Tyranny in Athens 512/11 BCE.

Question 6 (25 marks)

- (a) Outline the main factors that resulted in colonisation by Greek city states in the period of study. (6 marks)
- (b) Describe the methods used by a Greek city state in the establishment of **one** colony. (7 marks)
- (c) Explain the major economic and social consequences of colonisation for the Greeks. (12 marks)

or

Question 7 (25 marks)

- (a) Summarise the features of a tyrant in the period of study. (5 marks)
- (b) Describe the economic changes that resulted in tyrants being able to seize power. (8 marks)
- (c) Examine the methods employed by tyrants in seizing and maintaining power. (12 marks)

or

Question 8 (25 marks)

- (a) Summarise the factors (political and/or economic and/or social) that made constitutional reform necessary in at least **one** Greek city state in the 6th century BCE. (6 marks)
- (b) Describe the political and economic reforms introduced by **one** individual in a Greek city state in the period of study. (7 marks)
- (c) Explain the consequences of these reforms for their society. (12 marks)

Rome: The Late Republic – From the Tribune of Tiberius Gracchus in 133 BCE to the Lex Manilia of 66 BCE.

Question 9 (25 marks)

- (a) Outline the role of the tribunate in 133 BCE. (3 marks)
- (b) Describe the methods used by Tiberius Gracchus to achieve change. (10 marks)
- (c) Explain the consequences of the rise of the tribunate during the period of study. (12 marks)

or

Question 10 (25 marks)

- (a) Outline the main features of **two** extraordinary commands that were held during the period of study. (6 marks)
- (b) Describe the methods and strategies used by individuals when they sought to obtain extraordinary commands. (8 marks)
- (c) Discuss the importance of extraordinary commands to the political career of **one** individual from the period of study. (11 marks)

or

Question 11 (25 marks)

- (a) Outline the different types of citizenship in Italy at the beginning of the period of study. (6 marks)
- (b) Explain the reasons for the failure of political strategies that attempted to resolve citizenship issues during the period of study. (8 marks)
- (c) Describe a military conflict over citizenship that occurred during the period of study. (11 marks)

Part B

Unit 2B—Confrontation and resolution

You are required to answer **one (1)** of the following questions from your chosen time period of study. Clearly indicate the number of the question that you are answering.

Egypt: Dynastic Struggles and Empire – Tuthmosis II, Tuthmosis III and Hatshepsut (c. 1479 BCE–1425 BCE).

Question 12 **(25 marks)**

Examine at least **one** of Hatshepsut's foreign activities. Describe how it and/or they helped consolidate her position as ruler of Egypt.

or

Question 13 **(25 marks)**

Discuss the relationship between Hatshepsut and Tuthmosis III. Examine the evidence for conflict between them.

or

Question 14 **(25 marks)**

Identify leaders and/or individuals and/or groups involved in **one** confrontation from the period of study. Examine the extent to which they achieved their aims.

Greece: The conflict between the Greeks and Persia from 512/11 BCE to the Battles of Plataea and Mycale in 479/78 BCE

Question 15 (25 marks)

Outline the confrontation between Cleisthenes and Isagoras. Discuss the political consequences of the resolution of that conflict on their society.

or

Question 16 (25 marks)

Explain the strategies employed by the Greeks and Persians in preparation for the second Persian invasion (490 BCE). Outline the key military events of that confrontation.

or

Question 17 (25 marks)

Identify leaders and/or individuals and/or groups involved in **one** confrontation from the period of study. Examine the extent to which they achieved their aims.

Rome: From Pompey's Eastern Command in 66 BCE to the First Settlement of Augustus in 27 BCE.

Question 18 (25 marks)

Describe the principal events of the Catiline Conspiracy. Discuss the methods used by at least **one** individual to achieve their aims throughout that confrontation.

or

Question 19 (25 marks)

Examine the events that led to the civil war between Pompey and Caesar. Outline a key military event of that confrontation.

or

Question 20 (25 marks)

Identify leaders and/or individuals and/or groups involved in **one** confrontation from the period of study. Examine the extent to which they achieved their aims.

End of questions

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