Ancient History

General course

Externally set task Source booklet

Old Kingdom Egypt, Dynasty 3–6 c. 2686–c. 2181 BC

Sample 2016

**Copyright**

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](http://creativecommons.org/licenses/by-nc/3.0/au/)

**Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

# Ancient History

# Externally set task Source Booklet

### Old Kingdom Egypt, Dynasty 3–6, c. 2686–c. 2181 BC

### Source 1

****

The Dynasty 5 pyramids of Khufu (Cheops), Khafre, (Chephren) and Menkare (Mycerinas), with the pyramids of Menkare’s queens in the foreground

### Source 2

To build and maintain the pyramids, an enormous support system must have existed. Production facilities for food, pottery, building materials and supplies, storage depots, and housing for the workmen and those responsible for servicing the pyramid temples were necessary. This is perhaps where we see the true power of the pyramid: as the centre of a vast engine of production and a key element of the redistributive economy that bound people to the king and kept Egyptian civilisation alive for a very long time. Since the reign of Snefru, an entire town was associated with each pyramid, full of people employed to maintain the king’s afterlife. New villages and agricultural estates were founded in the hinterlands specifically for supplying the pyramid cult and those who worked for it. This flow of resources from the peripheries to the pyramid, and thus to the very centre of the state, was in large part responsible for making Egypt into the most powerful centralized nation of its time. The organisational skills each pyramid represents are phenomenal. While skilled craftsmen and management staff worked year round, farmers would come from the provinces during the inundation period to do the heavy work. It is estimated that in all, some 200 000 people took part in the construction of a pyramid.

Davies and Friedman (1998), 82–84.

**ACKNOWLEDGEMENTS**

**Source 1** Liberato, R. (2006). *All Giza pyramids in one shot* [Image]. Retrieved January, 2014, from [http://en.wikipedia.org/wiki/File:All\_Gizah\_Pyramids.jpg](http://en.wikipedia.org/wiki/File%3AAll_Gizah_Pyramids.jpg)

 Used under the Creative Commons [Attribution-Share Alike 2.0 Generic](http://creativecommons.org/licenses/by-sa/2.0/deed.en) licence.

**Source 2** Davies, V. & Friedman, R. (1998). *Egypt*. London: British Museum Press. p. 82.