

**2011**  
**HIGHER SCHOOL CERTIFICATE**  
**EXAMINATION**

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Centre Number

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Student Number

# 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 17–19**25 marks**

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

**Section IV** Pages 20–26**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.

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**1** What is Source *A* a plan of? **1**

- ☐ (A) Stabian Baths
- ☐ (B) Triangular Forum
- ☐ (C) Forum of Pompeii
- ☐ (D) Villa of the Papyri

**2** For which cult is the marble altar in Source *B* thought to have been used? **1**

- ☐ (A) The cult of Isis
- ☐ (B) The imperial cult
- ☐ (C) The cult of Apollo
- ☐ (D) The household cult

**3** What is the feature shown in Source *C*? **1**

- ☐ (A) A lararium
- ☐ (B) A peristyle
- ☐ (C) A cubiculum
- ☐ (D) An impluvium

- 4** Using Source *C* and your own knowledge, what were three important features of household religion at Pompeii and Herculaneum? **3**

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- 5** What is the building shown in Source *D*? **1**

- ☐ (A) A theatre
- ☐ (B) A temple
- ☐ (C) An odeon
- ☐ (D) An amphitheatre

- 6** What took place in the *palaestra* shown in Source *E*? **1**

- ☐ (A) Exercising
- ☐ (B) Shopping
- ☐ (C) Voting
- ☐ (D) Worshipping

- 7** The graffito in Source *F* provides evidence that women took part in which activity? **1**

- ☐ (A) Voting in elections
- ☐ (B) Funding election campaigns
- ☐ (C) Being elected to public office
- ☐ (D) Trying to influence election results

- 8 Using Sources *F* and *G* and your own knowledge, explain how examples of graffiti contribute to our understanding of life in Pompeii and Herculaneum. 6

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## 2011 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.

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## Question 9 (10 marks)

Discuss the challenges of conserving the sites of Pompeii and Herculaneum.

In your answer, refer to Sources *H* and *I* and your own knowledge.

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Question 9 continues on page 6

## This image shows a full page of white paper with horizontal dotted lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

L

## Ancient History

### Section II — Ancient Societies

**25 marks**

**Attempt ONE question from Questions 10–19**

**Allow about 45 minutes for this section**

Answer parts (a), (b) and (c) of the question in a writing booklet.

Answer part (d) in a SEPARATE writing booklet. Extra writing booklets are available.

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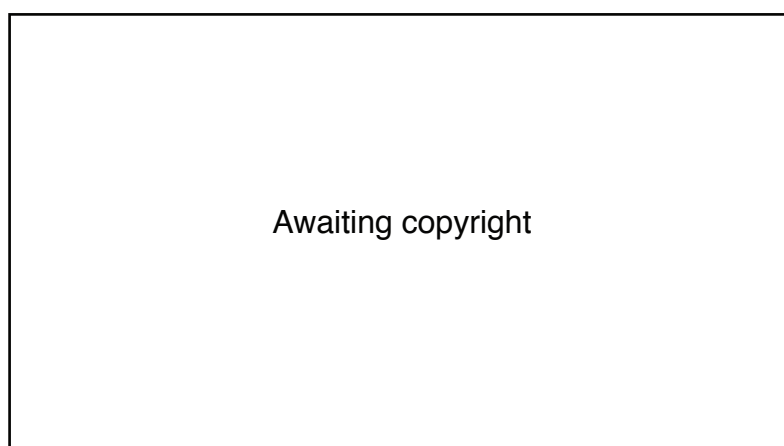
#### **Question 10 — Option A – Egypt: Society in Old Kingdom Egypt, Dynasties III to VI (25 marks)**

Answer parts (a), (b) and (c) in a writing booklet.

- |     |  |          |
|-----|--|----------|
| (a) | What were the Pyramid Texts?   | <b>2</b> |
| (b) | Outline the main architectural features of the Giza pyramid complex. | <b>3</b> |
| (c) | Describe the role of the king.                                       | <b>5</b> |

Answer part (d) in a SEPARATE writing booklet.

- |     |   |           |
|-----|---|-----------|
| (d) | With reference to Source <i>J</i> and other sources, what does the evidence reveal about people's lives in this period? | <b>15</b> |
|-----|---|-----------|



Source *J*: Relief from the sun temple of Niuserre


**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 in a writing booklet.

- |     |  |          |
|-----|--|----------|
| (a) | What was the <i>Book of the Dead</i> ?       | <b>2</b> |
| (b) | Outline the main features of rock-cut tombs. | <b>3</b> |
| (c) | Describe the role of the vizier.             | <b>5</b> |

Answer part (d) in a SEPARATE writing booklet.

- |     |   |           |
|-----|---|-----------|
| (d) | With reference to Source <i>K</i> and other sources, what does the evidence reveal about people's lives in this period? | <b>15</b> |
|-----|---|-----------|



Awaiting copyright

Source *K*: Scene from the tomb of Nebamun



**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 in a writing booklet.

- |  |   |
|--|---|
| (a) What was Abu Simbel?                         | 2 |
| (b) Outline the main features of Deir-el-Medina. | 3 |
| (c) Describe the role of the priests.            | 5 |

Answer part (d) in a SEPARATE writing booklet.

- |   |    |
|---|----|
| (d) With reference to Source <i>L</i> and other sources, what does the evidence reveal about people's lives in this period? | 15 |
|---|----|



Source *L*: Scene from the tomb of Nefertari

© The Five Mile Press Pty Ltd - Ancient Civilization EGYPT Land and Lives of the Pharaohs Revealed, 2005, page 364.

**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 in a writing booklet.

- |  |          |
|--|----------|
| (a) What was a vassal state?                       | <b>2</b> |
| (b) Outline the main features of Assyrian palaces. | <b>3</b> |
| (c) Describe the role of the priests.              | <b>5</b> |

Answer part (d) in a SEPARATE writing booklet.

- |   |           |
|---|-----------|
| (d) With reference to Source <i>M</i> and other sources, what does the evidence reveal about people's lives in this period? | <b>15</b> |
|---|-----------|



Source *M*: Relief showing musicians in the court of King Ashurbanipal

Acknowledgment: The Assyrians, RJ Unstead and W Forman and Cassell, an imprint of The Orion Publishing Group, London

**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 in a writing booklet.

- (a) What was the Davidic dynasty? **2**
- (b) Outline the main features of the Jerusalem Temple. **3**
- (c) Describe the role of the prophets. **5**

Answer part (d) in a SEPARATE writing booklet.

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

*And Ahab said to Naboth, 'Give me your vineyard, so that I may have it for a vegetable garden, because it is near my house; I will give you a better vineyard for it; or, if it seems good to you, I will give you its value in money.'*

Source *N*: *The Holy Bible*, 1 Kings 21.2



**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 in a writing booklet.

- |     |  |          |
|-----|--|----------|
| (a) | What was a satrapy?                          | <b>2</b> |
| (b) | Outline the main features of the Royal Road. | <b>3</b> |
| (c) | Describe the role of the army.               | <b>5</b> |

Answer part (d) in a SEPARATE writing booklet.

- |     |   |           |
|-----|---|-----------|
| (d) | With reference to Source <i>O</i> and other sources, what does the evidence reveal about people's lives in this period? | <b>15</b> |
|-----|---|-----------|



Source *O*: Cylinder seal showing Darius I

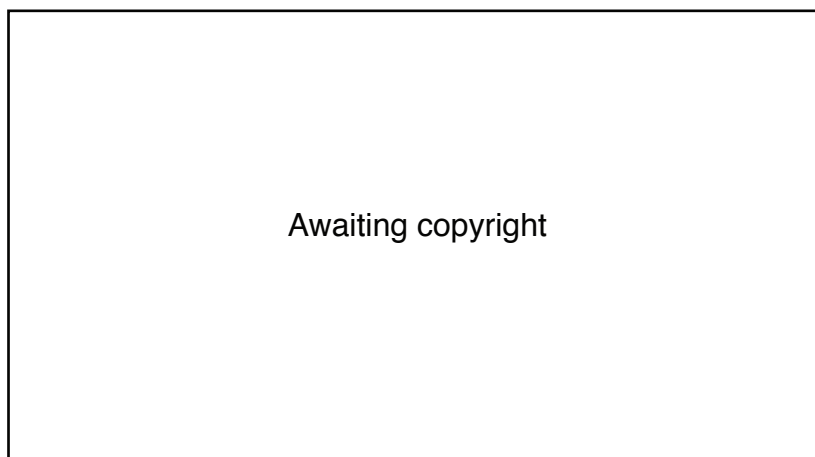
**Question 16 — Option G — Greece: The Bronze Age — Society in Minoan Crete**  
(25 marks)

Answer parts (a), (b) and (c) of the question in a writing booklet.

- |     |   |          |
|-----|---|----------|
| (a) | What was a <i>larnax</i> ?                  | <b>2</b> |
| (b) | Outline the main features of pillar crypts. | <b>3</b> |
| (c) | Describe the role of the palace elite.      | <b>5</b> |

Answer part (d) in a SEPARATE writing booklet.

- |     |   |           |
|-----|---|-----------|
| (d) | With reference to Source <i>P</i> and other sources, what does the evidence reveal about people's lives in this period? | <b>15</b> |
|-----|---|-----------|



Source *P*: Fresco from Knossos

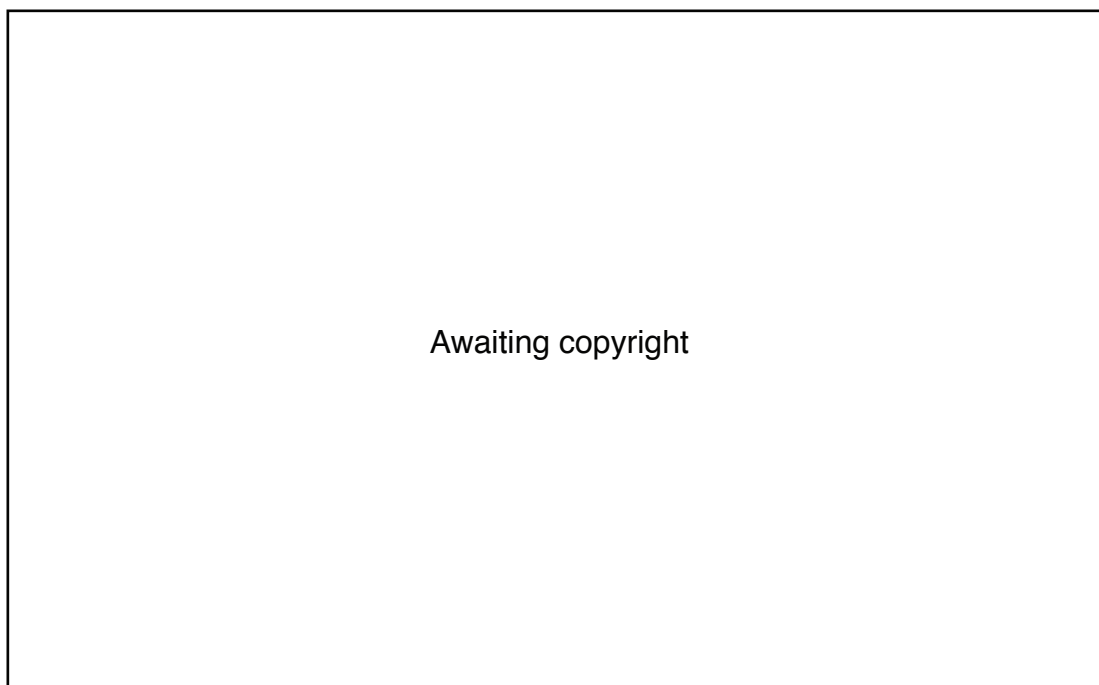
**Question 17 — Option H — Greece: The Bronze Age – Mycenaean society**  
(25 marks)

Answer parts (a), (b) and (c) of the question in a writing booklet.

- |     |   |          |
|-----|---|----------|
| (a) | What was Tiryns?                                    | <b>2</b> |
| (b) | Outline the main features of Grave Circles A and B. | <b>3</b> |
| (c) | Describe the role of the warrior class.             | <b>5</b> |

Answer part (d) in a SEPARATE writing booklet.

- |     |   |           |
|-----|---|-----------|
| (d) | With reference to Source <i>Q</i> and other sources, what does the evidence reveal about people's lives in this period? | <b>15</b> |
|-----|---|-----------|



Source *Q*: Fresco from Pylos

**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 in a writing booklet.

- (a) What was the Great Rhetra? **2**
- (b) Outline the main features of the *syssitia*. **3**
- (c) Describe the role of the *ekklesia*. **5**

Answer part (d) in a SEPARATE writing booklet.

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

*He [Lycurgus] even authorised them [the Spartans] to use other people's household servants if anybody needed them. He also authorised hunting dogs to be shared, so that men who need some, ask to take them on their hunt, and the owner is pleased to send them if he is not at leisure himself.*

Source *R*: Xenophon, *Constitution of the Spartans* 6

PLUTARCH ON SPARTA translated with an introduction and notes by Richard J.A Talbert (Penguin Classics, 1988). Translation, Introduction and Notes copyright © Richard J.A Talbert, 1988. Reproduced by permission of Penguin Group Ltd.

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

Answer parts (a), (b) and (c) of the question in a writing booklet.

- (a) What was the *Great Dionysia*? **2**
- (b) Outline the main features of the Piraeus. **3**
- (c) Describe the role of the *ekklesia*. **5**

Answer part (d) in a SEPARATE writing booklet.

- (d) With reference to Source *S* and other sources, what does the evidence reveal about people's lives in this period? **15**

*Moreover, we have provided for the spirit many relaxations from toil: we have games and sacrifices regularly throughout the year ...*

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

Reprinted by permission of the publishers and the Trustees of the Loeb Classical Library from THUCYDIDES: VOLUME I, Loeb Classical Library Volumes 108, translated by C.F. Smith, p. 325, Cambridge Massachusetts: Harvard.



### Section III — Personalities in Their Times

**25 marks**

**Attempt ONE question from Questions 20–31**

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

**Allow about 45 minutes for this section**

Answer part (a) in a writing booklet. Answer part (b) 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:

- 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) in a writing booklet.

- (a) Why did Hatshepsut undertake a building program? **10**

Answer part (b) in a SEPARATE writing booklet.

- (b) Discuss the nature of Hatshepsut's relationship with Thutmose III. **15**

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

Answer part (a) in a writing booklet.

- (a) How did Akhenaten administer the Egyptian empire? **10**

Answer part (b) in a SEPARATE writing booklet.

- (b) Discuss the nature of Akhenaten's religious reforms. **15**

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

Answer part (a) in a writing booklet.

- (a) Why did Ramesses II undertake a building program? **10**

Answer part (b) in a SEPARATE writing booklet.

- (b) Discuss the success of Ramesses II's military activities. **15**

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

Answer part (a) in a writing booklet.

- (a) How did Sennacherib administer his empire? **10**

Answer part (b) in a SEPARATE writing booklet.

- (b) Discuss Sennacherib's military achievements. **15**

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

Answer part (a) in a writing booklet.

- (a) How did Xerxes administer his empire? **10**

Answer part (b) in a SEPARATE writing booklet.

- (b) Discuss Xerxes' military achievements. **15**

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

Answer part (a) in a writing booklet.

- (a) Why did Hannibal attack Saguntum? **10**

Answer part (b) in a SEPARATE writing booklet.

- (b) Discuss the success of Hannibal's military activities in Italy. **15**

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

Answer part (a) in a writing booklet.

- (a) Describe Pericles' building program. **10**

Answer part (b) in a SEPARATE writing booklet.

- (b) Discuss Pericles' military achievements. **15**

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

Answer part (a) in a writing booklet.

- (a) Describe Alexander's relationship with Philip and Olympias. **10**

Answer part (b) in a SEPARATE writing booklet.

- (b) Discuss Alexander's military achievements. **15**

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

Answer part (a) in a writing booklet.

- (a) How did Cleopatra become queen of Egypt? **10**

Answer part (b) in a SEPARATE writing booklet.

- (b) Discuss the nature of Cleopatra's relationship with Rome. **15**

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

Answer part (a) in a writing booklet.

- (a) Describe Tiberius Gracchus' family and political connections to 133 BC. **10**

Answer part (b) in a SEPARATE writing booklet.

- (b) Discuss the reasons for the reforms of Tiberius Gracchus. **15**

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

Answer part (a) in a writing booklet.

- (a) Describe Julius Caesar's military activities to 60 BC. **10**

Answer part (b) in a SEPARATE writing booklet.

- (b) Discuss the nature of Julius Caesar's reforms as dictator. **15**

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

Answer part (a) in a writing booklet.

- (a) Describe Agrippina's Julio-Claudian background. **10**

Answer part (b) in a SEPARATE writing booklet.

- (b) Discuss the basis of Agrippina's power and influence. **15**

**Please turn over**

## 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.

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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) Explain the nature and impact of the unification of Egypt. **25**

**OR**

- (b) Assess the importance of the sun cult in Old Kingdom Egypt. **25**

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

- (a) Assess the importance of the cult of Amun in this period. **25**

**OR**

- (b) To what extent did Egypt have an ‘empire’ in this period? **25**

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

- (a) *He [Horemheb] restored the temples (from) the pools of the marshes to Nubia. He shaped all their images in number more than before ... [The god] Re rejoiced when he saw them, which had been found ruined ...* **25**

Inscription of Horemheb

With reference to this quotation, assess the reforms of Horemheb's reign.

**OR**

- (b) Explain how the empire was administered in this period. **25**

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

- (a) To what extent was Sargon II a successful ruler? **25**

**OR**

- (b) Assess the treatment of both conquered and subject peoples in the Assyrian Empire. **25**

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

- (a) *Solomon was sovereign over all the kingdoms from the Euphrates to the land of the Philistines, even to the border of Egypt; they brought tribute and served Solomon all the days of his life.* **25**

*The Holy Bible, 1 Kings 4.21*

With reference to this quotation, assess the reign of Solomon as a king of Israel.

**OR**

- (b) Assess the impact of the Omride dynasty on Israel. **25**

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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) *Darius the king says: ‘By the favour of Ahuramazda these are the countries which I seized outside Persia: I ruled over them, they brought me tribute. They did what I told them. My law held them firm.’* **25**

Inscription from Susa

Quotation, Inscription from Susa, *The Persians An Introduction*, Maria Brosius; Routledge, Taylor and Francis Group, London and New York, 2006, page 49.

With reference to this quotation, assess the reign of Darius I (the Great).

**OR**

- (b) How did the Persian kings treat subject peoples? **25**

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

- (a) To what extent was Polycrates of Samos a typical Greek tyrant? **25**

**OR**

- (b) Assess Cleisthenes’ contribution to the development of Athenian democracy. **25**

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

- (a) *[In my opinion] ... if the Athenians, through fear of the approaching danger, had abandoned their country, or if they had stayed there and submitted to Xerxes, there would have been no attempt to resist the Persians by sea.* **25**

Herodotus, *The Histories* VII.139

The Histories by Herodotus, (Penguin 1954). Translation © by Aubrey de Selincourt, Penguin Books Ltd, London, 2003, pages 460-461. Reproduced by Permission of Penguin Books Ltd.

With reference to this quotation, to what extent was the Athenian navy responsible for the defeat of the Persians in 480–479 BC?

**OR**

- (b) How effectively did Athens maintain control over its allies? **25**

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

- (a) *What made war inevitable was the growth of Athenian power and the fear which this caused in Sparta.* **25**

Thucydides, *The History of the Peloponnesian War* I.23

The History of the Peloponnesian War 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 page 49, Reproduced by permission of Penguin Books Ltd.

With reference to this quotation, to what extent was the growth of Athenian power the cause of the Peloponnesian War?

**OR**

- (b) Explain the defeat of the Sicilian Expedition. **25**

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

- (a) How did Lysander and Epaminondas influence the events of this period? **25**

**OR**

- (b) Assess Philip II's impact on Greece during this period. **25**

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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
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- 

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

- (a) To what extent was the growth of *latifundia* responsible for the economic and social problems of Rome in the second century BC? **25**

**OR**

- (b) Assess the roles of Fabius Maximus and Scipio Africanus in the Second Punic War. **25**

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

- (a) To what extent was Gaius Gracchus a more radical reformer than Tiberius Gracchus? **25**

**OR**

- (b) Assess the political and military impact of Marius on Rome in this period. **25**



**Question 44 — Option M – Rome: The fall of the Republic 78–31 BC (25 marks)**

- (a) *He [Sulla] came out of Rome to meet him [Pompey] and gave him the warmest possible welcome, acclaiming him in a loud voice as ‘Magnus’ — which is to say, ‘the Great’ — and telling those present to use this title when addressing him.* **25**

Plutarch, *Life of Pompey* 13

Life of Pompey 13, Plutarch Roman Lives, A selection of eight Roman Lives Translated by Robin Waterfield with an Introduction and Notes by Philip A Stadter, Oxford University Press, New York, 1999. Reproduced by permission of Oxford University Press.

With reference to this quotation, to what extent did Pompey deserve to be known as ‘the Great’?

**OR**

- (b) Assess the role of the *optimates* in this period. **25**

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

- (a) **25**

Awaiting copyright

To what extent does this quotation accurately reflect the ways in which Augustus accumulated power?

**OR**

- (b) How did Augustus administer the empire? **25**

**Please turn over**

---

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 46 — Option O – Rome: Rome in the time of the Julio-Claudians AD 14–69**  
(25 marks)

- (a) To what extent was Tiberius a successful emperor? **25**

**OR**

- (b) How did the Julio-Claudians administer the empire? **25**

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

- (a) *Our history now descends from a kingdom of gold to one of iron and rust.* **25**

Dio Cassius, *Roman History* LXXII.36

Reprinted by permission of the publishers and the Trustees of the Loeb Classical Library from  
DIO CASSIUS: VOLUME IX. Loeb Classical Library Volume 177, translated by Earnest Cary,  
p69, Cambridge Massachusetts: Harvard University Press, 1927. Loeb Classical Library  
(R) is a registered trademark of the President and Fellows of Harvard College.

To what extent does this quotation reflect the condition of the empire after the death of Marcus Aurelius?

**OR**

- (b) To what extent were Trajan's programs and policies successful? **25**

**End of paper**



**2011**  
HIGHER SCHOOL CERTIFICATE  
EXAMINATION

# Ancient History

## Source Booklet

### Instructions

Detach this source booklet

**Source A** Page 2

**Source B** Page 2

**Source C** Page 3

**Source D** Page 3

**Source E** Page 4

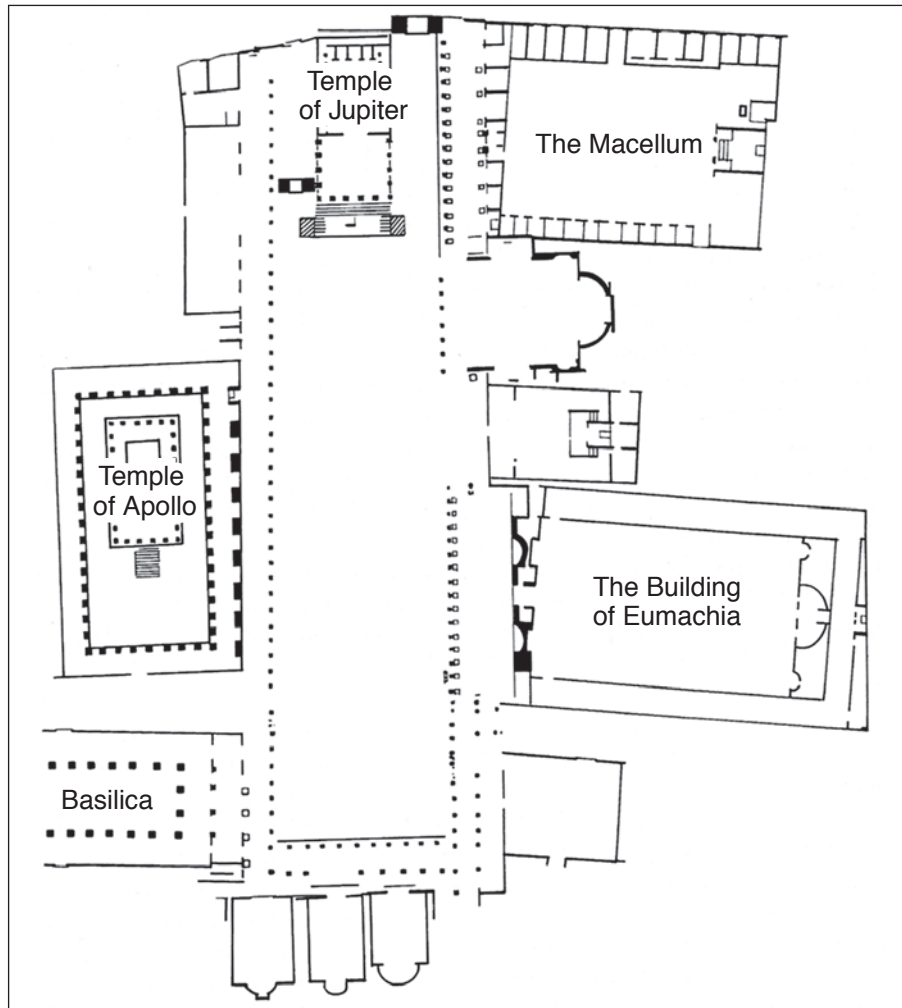
**Source F** Page 4

**Source G** Page 4

**Source H** Page 5

**Source I** Page 5

**Source A**



Roman Pompeii Floor Plan - Roman Pompeii Space and Society, 2nd Ed, Ray Lawrence;  
Routledge, Taylor and Francis Group, London and New York, 2007, page 28.

**Source B**

Altar from the Sanctuary of Augustus (also called Temple of Vespasian) in the forum at Pompeii



**Source C**

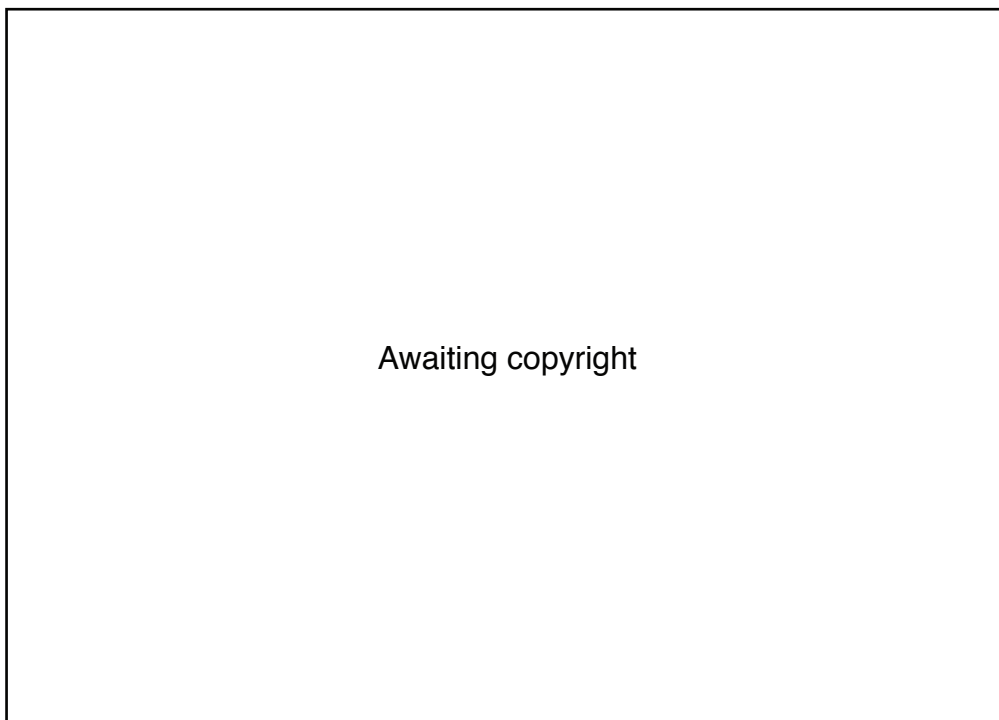
Feature from the House of the Vettii at Pompeii



Photograph (c) Chris Caldicott from *The Lost World of Pompeii* by Colin Amery and Brian Curran Jr, Frances Lincoln Limited 2002.

**Source D**

Building at Pompeii



### **Source E**

*Palaestra*, Herculaneum

Awaiting copyright

### **Source F**

A graffito from the 'Street of Abundance', Pompeii

I beg you to elect Cn. Helvius Sabinus aedile, worthy of public office. Maria asks this.

Quotation, A graffito from the 'Street of Abundance', Pompeii: A Sourcebook, AE Cooley and MGL Cooley; Routledge, Taylor and Francis Group, London and New York, 2004, page 123.

### **Source G**

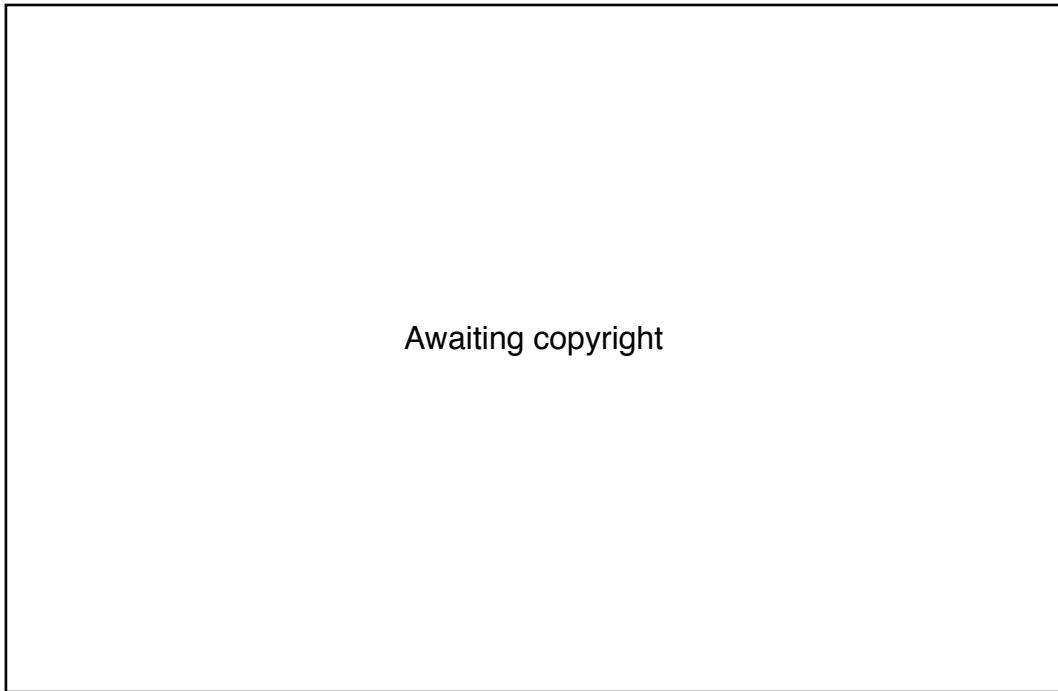
A graffito from the 'House of the Gladiators', Pompeii

28 July, Florus won at Nuceria; 15 August, won at Herculaneum.

Quotation, A graffito from the 'House of the Gladiators', Pompeii: A Sourcebook, AE Cooley and MGL Cooley; Routledge, Taylor and Francis Group, London and New York, 2004, page 123.

**Source *H***

A photograph of a building which collapsed in Pompeii in 2010



**Source *I***



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