BOSTES BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

2014 HIGHER SCHOOL CERTIFICATE EXAMINATION

Centre Number

Student Number

IMPORTANT:
This resource was developed to support a previous version of the syllabus.
It may contain content that differs from the current syllabus.

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 7–17

25 marks

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

Section III Pages 18–22

25 marks

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

Section IV Pages 23–27

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 type of artefact is shown in Source *A*? **1**

- ⬭ (A) Mosaic
- ⬭ (B) Painting
- ⬭ (C) Sculpture
- ⬭ (D) Textile

2 What is the shaded feature indicated by an arrow in Source *B*? **1**

- ⬭ (A) Atrium
- ⬭ (B) Compluvium
- ⬭ (C) Cubiculum
- ⬭ (D) Impluvium

3 With reference to Source *C* and your own knowledge, which of the following describes garum? **1**

- ⬭ (A) Fresh fish stew
- ⬭ (B) Dried fish fillets
- ⬭ (C) Smoked fish paste
- ⬭ (D) Fermented fish sauce

4 The most likely function of the dolia shown in Source *D* is **1**

- ⬭ (A) firing pottery for export.
- ⬭ (B) holding hot snacks for sale.
- ⬭ (C) cutting up food for cooking.
- ⬭ (D) storing urine for use in a fullery.

5 With reference to Source *E* and your own knowledge, which of the following best describes cult activity in Herculaneum? **1**

- ⬭ (A) All cult activity took place in public.
- ⬭ (B) Freedmen could not participate in the imperial cult.
- ⬭ (C) Some cult practices took place outside temple precincts.
- ⬭ (D) Foundation feasts were the main focus of religious cults.

6 Which of the following statements is best supported by Sources *F* and *G*? **1**

- ⬭ (A) During the games, freedmen acted as patrons for the community.
- ⬭ (B) Magistrates were expected to provide facilities and services for the town.
- ⬭ (C) Wealthy individuals could decide for themselves what to do with their money.
- ⬭ (D) Slaves were forbidden to buy amphitheatre seating for themselves or their fathers.

7 Briefly outline Greek influences at Pompeii and Herculaneum. In your answer, use Source *A* and your own knowledge. **3**

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8 Describe types of economic activity which took place in Pompeii and Herculaneum. In your answer, use Sources *C* and *D* and your own knowledge. **6**

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Ancient History

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Section I (continued)

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)

Describe Italian and international contributions to the conservation of the sites of Pompeii and Herculaneum. In your answer, use Sources *H*, *I* and *J* and your own knowledge.

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Question 9 continues on page 6

Question 9 (continued)

End of Question 9

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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 Sections II, III and IV Writing Booklet. Extra writing booklets are available.

Please turn over

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 Writing Booklet.

(a) Identify TWO examples of technology in this period. **2**

(b) What was the role of the vizier? **4**

(c) Outline the significance of the Westcar Papyrus. **4**

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

(d) What does evidence reveal about the role and status of women in this period? In your answer, use Source *K*, other sources, and your own knowledge. **15**



Source *K*: Statue from the tomb of Nikaukhnum

Acknowledgement: © Einsamer Schütze
http://commons.wikimedia.org/wiki/File:%C3%4gyptisches_Museum_Leipzig_057.jpg

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 Writing Booklet.

(a) Identify TWO examples of technology in this period. **2**

(b) What was the role of the vizier? **4**

(c) Outline the significance of the Papyrus Lansing (*Be a Scribe*). **4**

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

(d) What does evidence reveal about the role and status of women in this period? In your answer, use Source *L*, other sources, and your own knowledge. **15**



Source *L*: Fragment of a wall painting from the tomb of Nebamun

Acknowledgement: Fragment with the bottom two registers of the banquet scene, 18th Dynasty, from the tomb of Nebamun, c.1350BC. © The Trustees of the British Museum

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 Writing Booklet.

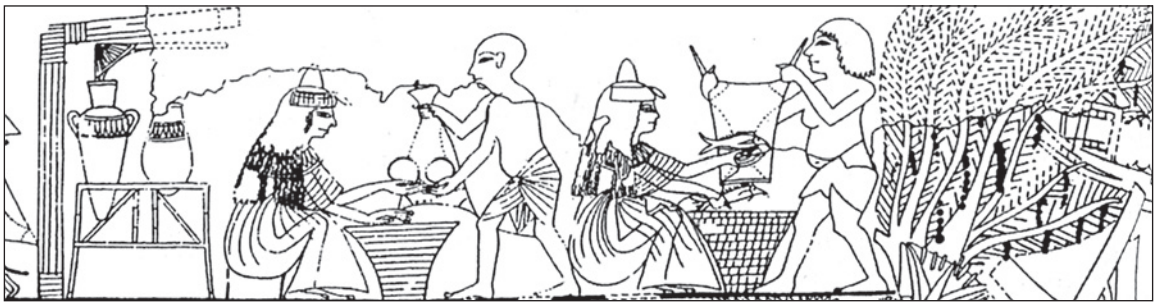
(a) Identify TWO examples of technology in this period. **2**

(b) What was the role of the vizier? **4**

(c) Outline the significance of the *Report of Wenamun*. **4**

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

(d) What does evidence reveal about the role and status of women in this period? In your answer, use Source *M*, other sources, and your own knowledge. **15**



Source *M*: Drawing of a wall painting from the tomb of Ipuy

Acknowledgement: Source: Village life in ancient Egypt: Laundry lists and love songs by A.G McDowell (1999) Fig. 14
Reproduced by permission of Oxford University Press (UK) http://www.oup.com

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 Writing Booklet.

(a) Identify TWO examples of technology in this period. **2**

(b) What was the role of the ruling elite? **4**

(c) Outline the significance of Assyrian astrological texts. **4**

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

(d) What does evidence reveal about deported peoples in this period? In your answer, use Source *N*, other sources, and your own knowledge. **15**



Source *N*: People deported from Astartu, near Damascus

Acknowledgement: Alabaster wall panel relief © The Trustees of the British Museum

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 Writing Booklet.

(a) Identify TWO examples of technology in this period. **2**

(b) What was the role of a prophet? **4**

(c) Outline the significance of the Samarian Ostracon. **4**

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

(d) What does evidence reveal about the role and status of women in this period? In your answer, use Source *O*, other sources, and your own knowledge. **15**



Source *O*: Painted figurine with drum, from Akhziv

Acknowledgment: Photo: Meidad Suchowolski; Courtesy of Israel Antiquities Authority

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 Writing Booklet.

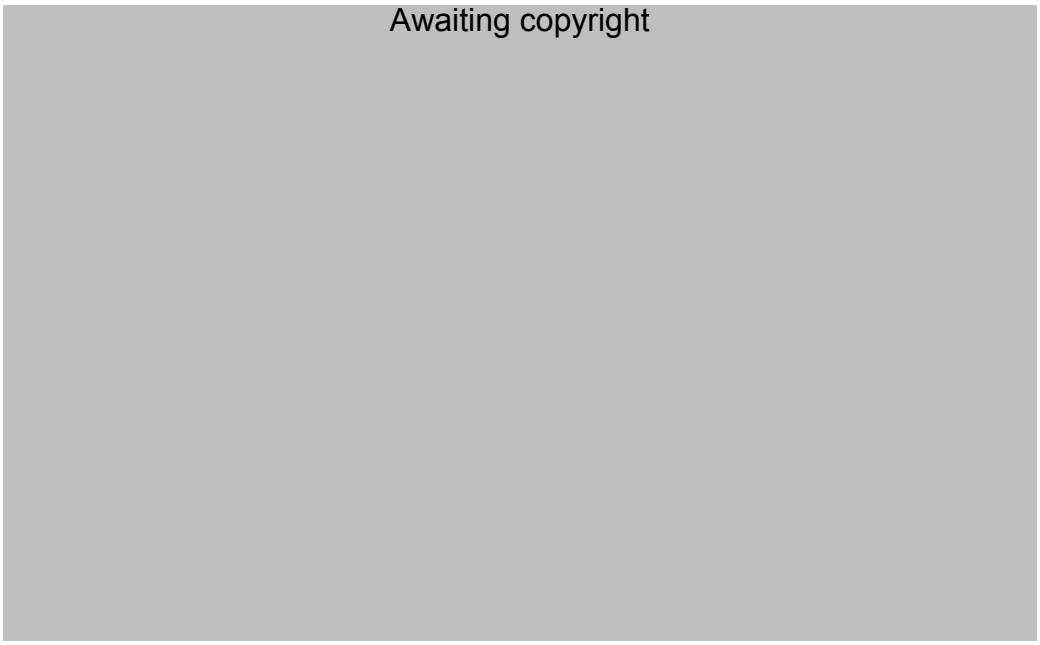
(a) Identify TWO examples of technology in this period. **2**

(b) What was the role of the satrap? **4**

(c) Outline the significance of the Fortification Tablets. **4**

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

(d) What does evidence reveal about the role and status of women in this period? In your answer, use Source *P*, other sources, and your own knowledge. **15**



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 Writing Booklet.

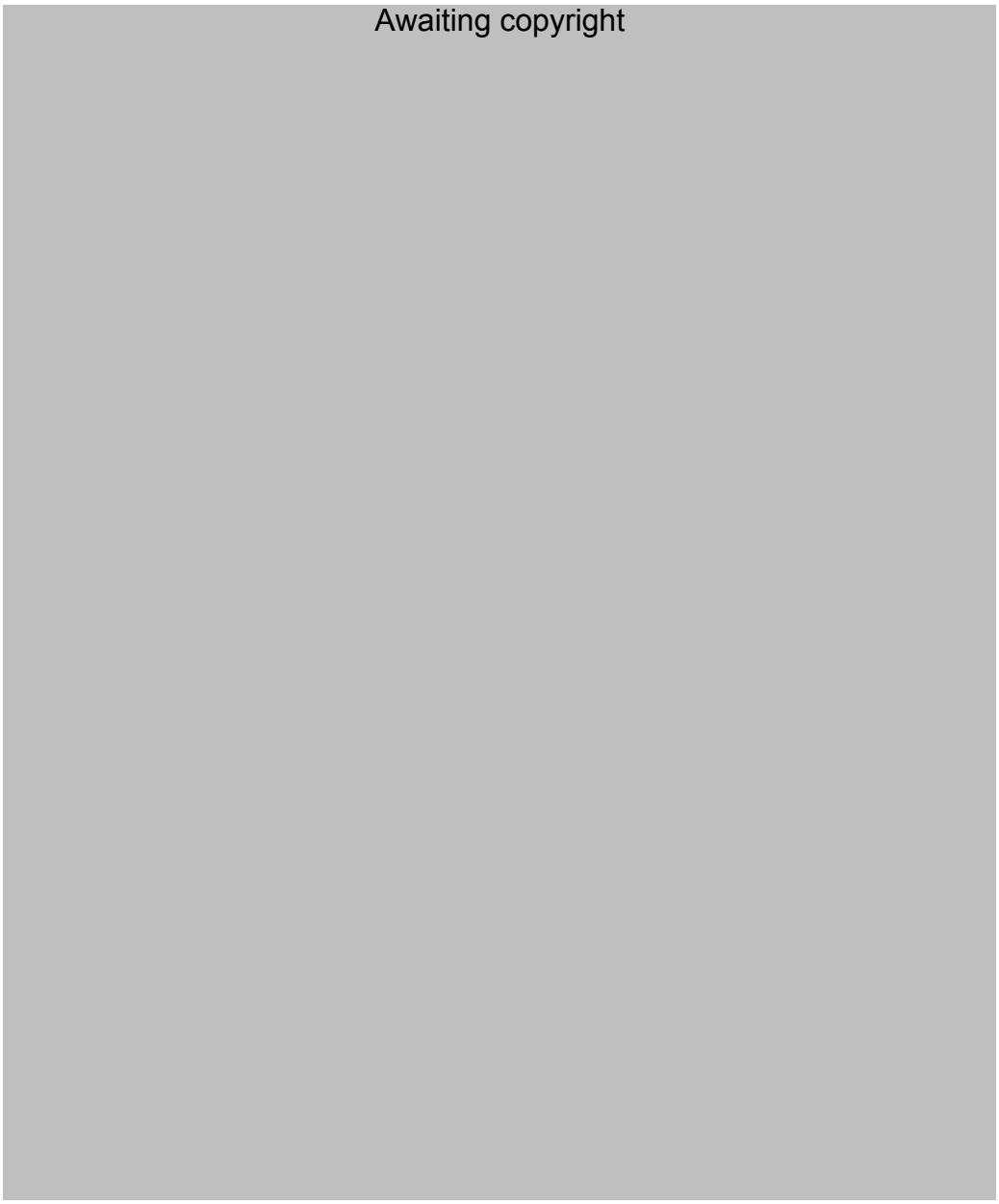
(a) Identify TWO examples of technology in this period. **2**

(b) What was the role of the palace elite? **4**

(c) Outline the significance of the Phaistos disc. **4**

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

(d) What does evidence reveal about the role and status of women in this period? In your answer, use Source *Q*, other sources, and your own knowledge. **15**



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 Writing Booklet.

(a) Identify TWO examples of technology in this period. **2**

(b) What was the role of the *wanax*? **4**

(c) Outline the significance of Linear B tablets. **4**

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

(d) What does evidence reveal about the role and status of women in this period? In your answer, use Source *R*, other sources, and your own knowledge. **15**



Source *R*: Drawing of a reconstruction of an area in the Room of the Fresco, Mycenae

Acknowledgement: http://www.sourcememory.net/art/greece/mycenae.html

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 Writing Booklet.

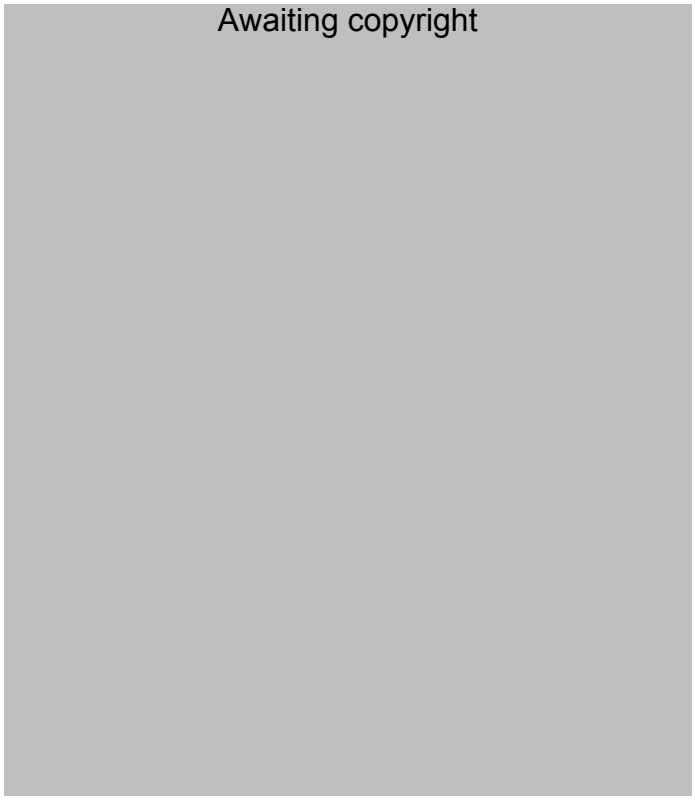
(a) Identify TWO examples of technology in this period. **2**

(b) What was the role of the *gerousia*? **4**

(c) Outline the significance of the poetry of Alcman. **4**

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

(d) What does evidence reveal about the role and status of women in this period? In your answer, use Source *S*, other sources, and your own knowledge. **15**



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 Writing Booklet.

(a) Identify TWO examples of industries in this period. **2**

(b) What was the role of the *strategoi*? **4**

(c) Outline the significance of the myth of Athena's birth. **4**

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

(d) What does evidence reveal about the role and status of women in this period? In your answer, use Source *T*, other sources, and your own knowledge. **15**



Source *T*: Athenian red-figure vase

Acknowledgement: © Walters Art Museum
http://upload.wikimedia.org/wikipedia/commons/0/0e/Niobid_Painter_-_Red-Figure_Amphora_with_Musical_Scene_-_Walters_482712_-_Side_A.jpg

Section III — Personalities in Their Times

25 marks
Attempt ONE question from Questions 20–31
Answer BOTH parts (a) and (b) of the question you attempt
Allow about 45 minutes for this section

Answer the question on pages 10–16 of the Sections II, III and IV 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)

(a) Describe the changes to Hatshepsut's royal image over time. **10**

(b) *Punt overflows for me on the fields, its trees bearing fresh myrrh. The roads that were blocked on both sides are [now] trodden … I never slumbered as one forgetful, but have made strong what was decayed.* **15**

The Speos Artemidos inscription

Acknowledgement: Studies in Ancient Egypt, 3rd Edition by Jennifer Lawless, Kate Cameron and Gary Kenworthy, Nelson, Cengage Learning Australia Pty Limited, 2010. Reproduced with permission from Dr Jennifer Lawless

To what extent is the above quotation useful in assessing the legacy of Hatshepsut? Refer to other sources in your answer.

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

(a) Describe the changes to Akhenaten's royal image over time. **10**

(b) *The land (Egypt) was in confusion, the gods forsook (deserted) their land. If an [army? was] sent to Djahy (Palestine) to widen the frontiers of Egypt, it met with no success at all. If one prayed to a god to ask things of him, he did not come.* **15**

The Restoration Stela of Tutankhamun

Acknowledgement: Studies in Ancient Egypt, 3rd Edition by Jennifer Lawless, Kate Cameron and Gary Kenworthy, Nelson, Cengage Learning Australia Pty Limited, 2010. Reproduced with permission from Dr Jennifer Lawless

To what extent is the above quotation useful in assessing the legacy of Akhenaten? Refer to other sources in your answer.

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

(a) Describe the imagery and representations of Ramesses II. **10**

(b) *Behold, Hattusil III [the Hittite king] … binds himself by treaty to Ramesses II … in order to create peace and good brotherhood between us forever.* **15**

The Hittite-Egyptian Peace Treaty inscription

To what extent is the above quotation useful in assessing the legacy of Ramesses II? Refer to other sources in your answer.

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

(a) Describe the imagery and representations of Sennacherib. **10**

(b) *I forced people from many countries, who did not respect me, to make bricks. The old palace I pulled down completely. The river Tebiltu which had flowed by the palace and during floods had caused much damage, I changed its course to water farm land instead.* **15**

Annals of Sennacherib, Cylinder E1

To what extent is the above quotation useful in assessing the legacy of Sennacherib? Refer to other sources in your answer.

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

(a) Describe the imagery and representations of Xerxes. **10**

(b) *When my father Darius went away from the throne, by the grace of Ahuramazda, I became king on my father's throne. When I became king, I did much that was excellent. What had been built by my father, I protected, and I added other buildings.* **15**

The Harem inscription (XPf), from Persepolis

Acknowledgement: © Livius.org http://www.livius.org/aa-ac/achaemenians/XPf.html

To what extent is the above quotation useful in assessing the legacy of Xerxes? Refer to other sources in your answer.

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

(a) Describe the military strategies of Hannibal. **10**

(b) … *it must be admitted that Hannibal excelled all other commanders in skill as much as the Roman people are superior to all nations in bravery.* **15**

Cornelius Nepos, *Lives of Eminent Commanders* I

To what extent is the above quotation useful in assessing the legacy of Hannibal? Refer to other sources in your answer.

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

(a) Describe the reforms of Pericles. **10**

(b) *Indeed, during the whole period of peace-time when Pericles was at the head of affairs the state was wisely led and firmly guarded, and it was under him that Athens was at her greatest.* **15**

Thucydides II.65

To what extent is the above quotation useful in assessing the legacy of Pericles? Refer to other sources in your answer.

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

(a) Describe the generalship of Alexander the Great. **10**

(b) *Alexander lived thirty-two years. His life ran thus: he was king for ten years, he made war for twelve years, and was victorious in his wars.* **15**

The Greek Alexander Romance III.35

To what extent is the above quotation useful in assessing the legacy of Alexander the Great? Refer to other sources in your answer.

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

(a) Describe the portrayals of Cleopatra VII as a ruler. **10**

(b) *Cleopatra was insatiable for sexual passion and money. She was swayed by great and [praiseworthy] ambition, but also by [limitless] boldness. She gained royal power over the Egyptians by love, and hoped in the same manner to obtain royal power over the Romans.* **15**

Cassius Dio, *Roman History* 51.9.4

To what extent is the above quotation useful in assessing the legacy of Cleopatra VII? Refer to other sources in your answer.

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

(a) Describe the reforms of Tiberius Gracchus. **10**

(b) *In this way [Tiberius] Gracchus, son of the Gracchus who was twice consul and of Cornelia … was killed on the Capitol while still in office as tribune, as a result of an excellent proposition which, however, he pursued too violently.* **15**

Appian, *Civil Wars* I.17.1

To what extent is the above quotation useful in assessing the legacy of Tiberius Gracchus? Refer to other sources in your answer.

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

(a) Describe the reforms of Julius Caesar. **10**

(b) *Not only did he accept excessive honours, such as life-consulship, a life-dictatorship, a perpetual Censorship, the title 'Imperator' put before his name, and the title 'Father of his Country' appended to it … but took other honours which, as a mere mortal, he should certainly have refused.* **15**

Suetonius, *Julius Caesar* 76

To what extent is the above quotation useful in assessing the legacy of Julius Caesar? Refer to other sources in your answer.

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

(a) Describe Agrippina the Younger's public image. **10**

(b) *From this moment the country was transformed. Complete obedience was accorded a woman [Agrippina] – and not a woman like Messalina who toyed with national affairs to satisfy her appetites. This was a rigorous, almost masculine despotism.* **15**

Tacitus, *Annals* XII

Acknowledgement: THE ANNALS OF IMPERIAL ROME by Tacitus, translated with an introduction by Michael Grant (Penguin Classics 1956, Sixth revised edition 1989). Copyright © Michael Grant Publications Ltd, Page 255. Reproduced by permission of Penguin Books Ltd.

To what extent is the above quotation useful in assessing the legacy of Agrippina the Younger? Refer to other sources in your answer.

Section IV — Historical Periods

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

Answer the question on pages 18–24 of the Sections II, III and IV 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) How did the changes in Old Kingdom religious beliefs affect the role of the ruler (pharaoh) during this period? **25**

OR

(b) Account for the breakdown of Old Kingdom Egypt. **25**

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

(a) Assess the development and importance of the cult of Amun during this period. **25**

OR

(b) Analyse the nature of Egyptian imperialism in Syria-Palestine and Nubia 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 34 — Option C – Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II (25 marks)

(a) Why were building programs important to Egyptian kings during this period? **25**

OR

(b) Analyse the nature of Egypt's relations with its vassal rulers during 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) In what ways were Assyrian rulers successful during this period? In your answer, refer to at least TWO Assyrian kings. **25**

OR

(b) Why did the Assyrian Empire fall? **25**

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

(a) Why did the united kingdom divide into Israel and Judah? **25**

OR

(b) Analyse the nature of relations which the kingdoms of Israel and Judah had with foreign kings. **25**

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

(a) Why were building programs important to Persian kings in this period? **25**

OR

(b) To what extent was the expansion of the Persian Empire based on economic factors? **25**

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

(a) Why did the Greeks establish colonies during this period? **25**

OR

(b) Assess the contribution and impact of Athenian lawgivers in this period. **25**

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

(a) Assess the contributions of at least TWO Greek leaders to the Greek victory in the Persian Wars. **25**

OR

(b) Analyse Athens' changing relations with her allies during this period. **25**

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

(a) Assess the roles of Sparta and Corinth in the outbreak of the Peloponnesian War. **25**

OR

(b) Evaluate the significance of Persian intervention in the Peloponnesian War. **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 41 — Option J – Greece: Fourth-century Greece to the death of Philip II of Macedon (25 marks)

(a) To what extent did Greek warfare change during this period? **25**

OR

(b) Diplomacy or war? Discuss which of these activities was used more effectively by Philip II during the Macedonian expansion into Greece. **25**

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

(a) Assess the influence and impact of Hellenism on Rome during this period. **25**

OR

(b) Evaluate the roles and contributions of Scipio Africanus and Cato the Elder during this period. **25**

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

(a) Analyse the nature and significance of political violence during this period. **25**

OR

(b) To what extent did Rome benefit from slavery, agricultural changes and land reforms during this period? **25**

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

(a) Evaluate the significance of the Mithridatic and Parthian Wars. **25**

OR

(b) To what extent were the activities of the First and Second Triumvirates similar? **25**

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

(a) To what extent did Augustus face opposition during this period? **25**

OR

(b) Why was the building program in Rome during this period important to Augustus? **25**

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

(a) Analyse the development of the imperial cult during this period. **25**

OR

(b) In what ways did the political role of the princeps change under the Julio-Claudians? **25**

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

(a) Assess the impact of revolts in the Roman Empire during this period. **25**

OR

(b) Analyse the changing role and responsibilities of the Senate during this period. **25**

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2014 HIGHER SCHOOL CERTIFICATE EXAMINATION

Ancient History

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 *J* Page 6

Instructions

Detach this source booklet

Source *A*

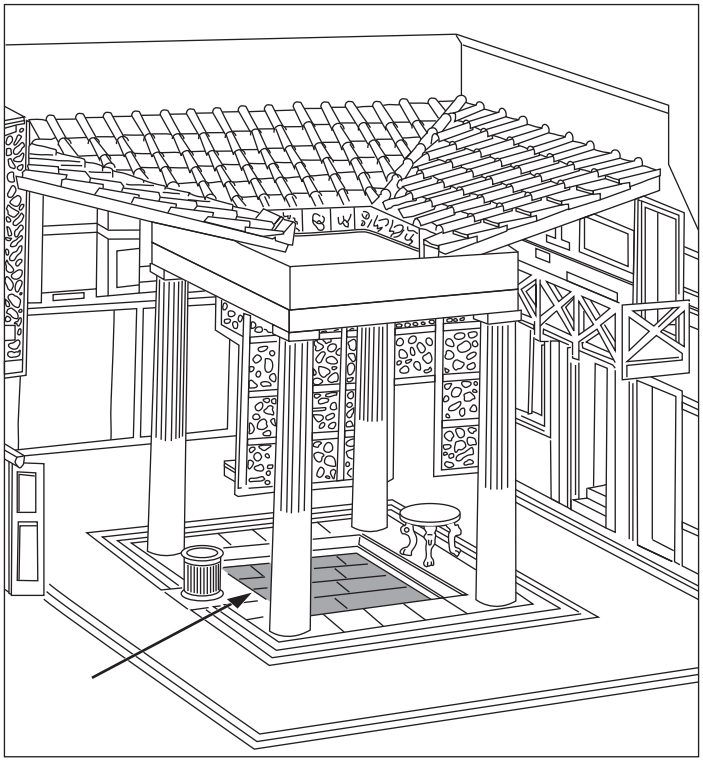
Image of actors rehearsing a play, found in the House of the Tragic Poet at Pompeii



Acknowledgement: Su concessione del Ministero dei Beni e delle Attivita Culturali e del Turismo – Soprintendenza per i Beni Archaelogici di Napoli

Source *B*

Line drawing of a section of the House of L. Ceius Secundus at Pompeii



Acknowledgement: AKG332642, Peter Connolly, reproduced by permission of akg-images ltd

Source *C*

Translation of text on an image of a pottery vessel in the second atrium of the House of A. Umbricius Scaurus at Pompeii

> Scaurus' flower of garum made from mackerel, from the workshop of Scaurus.

Acknowledgement: Translation by Joanne Berry from The Complete Pompeii. © 2007 Thames & Hudson Ltd, London

Source *D*

View of a building at Herculaneum



Source *E*

Inscription from Herculaneum



Translation of the inscription located in the so-called 'College of the Augustales':

> Sacred to Augustus. Aulus Lucius Proculus and Aulus Lucius Iulianus, sons of Aulus, of the Menenian tribe gave a feast to the town councillors and Augustales at its dedication at their own expense.

Source *F*

Translation of inscription found at Pompeii

> Titus Atilius Celer, son of Gaius, duumvir, built a section of seating instead of games and lights, by decree of the town councillors.

Source *G*

Translation of inscription found at Pompeii

> Marcus Cantrius Marcellus, son of Marcus, duumvir, built three seating sections instead of games and lights, by decree of the town councillors.

Source H

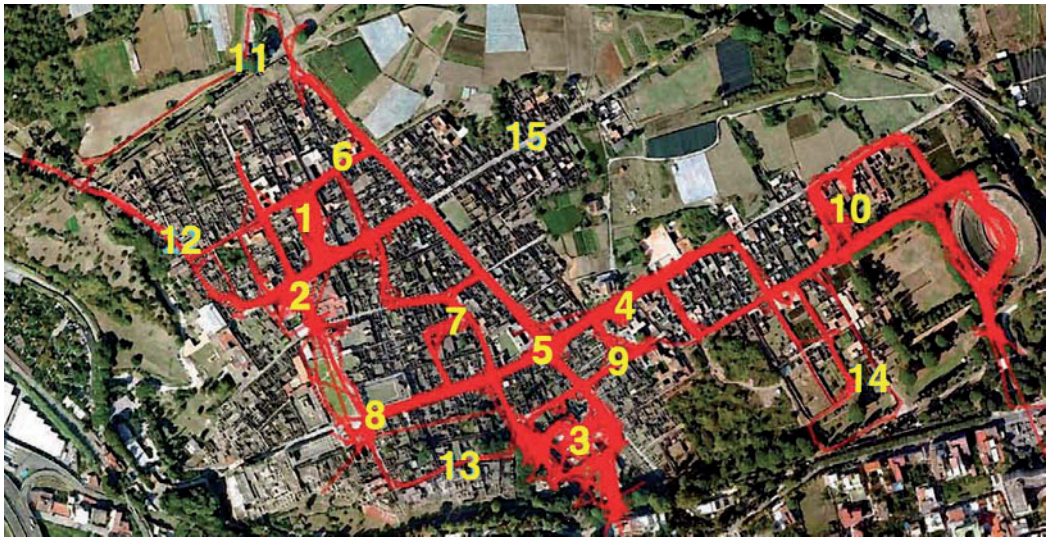
Excavation trench leading to the Villa of the Papyri at Herculaneum, after conservation work and construction of new protective shelters by the Herculaneum Conservation Project



Source I

Map of all visitor movement at Pompeii. Red [▬] lines indicate visitor movement

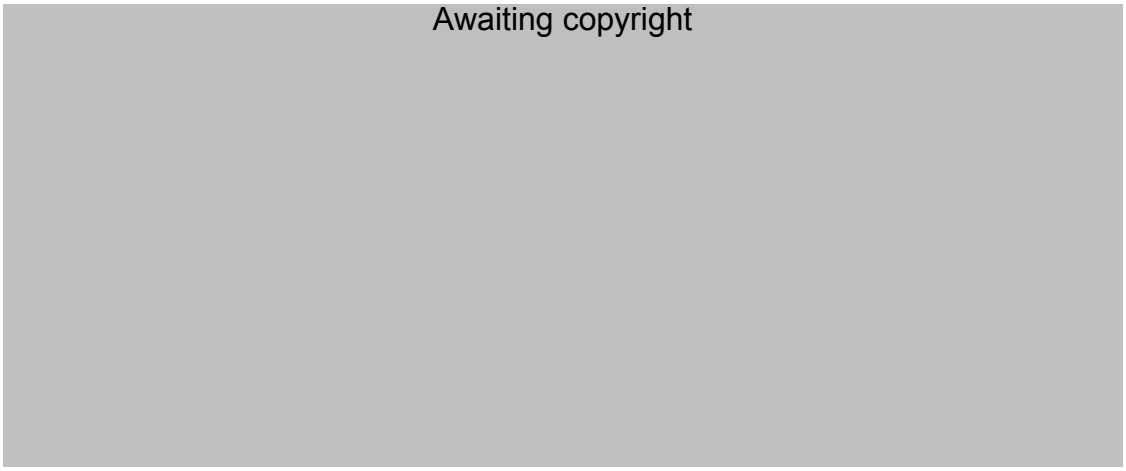
Locations 1–5 indicate high visitor traffic
Locations 6–10 indicate medium visitor traffic
Locations 11–15 indicate low or no visitor traffic

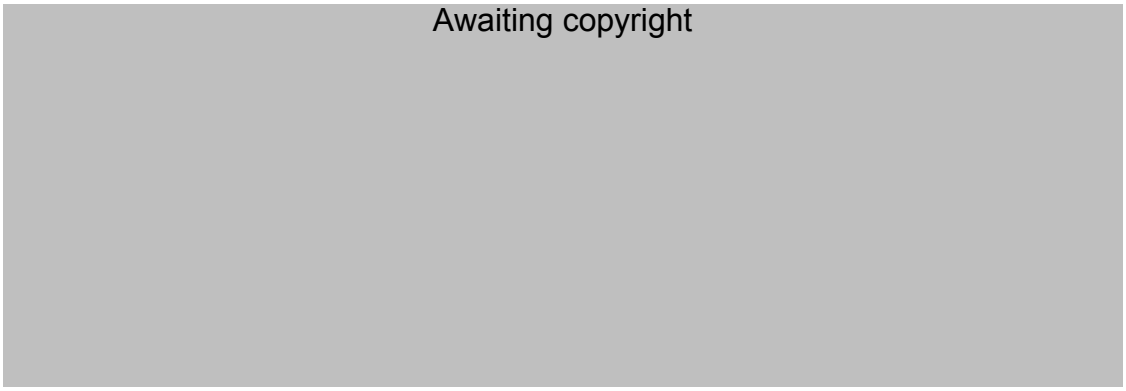


Acknowledgement: Wallace, A 2013. Presenting Pompeii: Steps towards Reconciling Conservation and Tourism at an Ancient Site. Papers from the Institute of Archaeology 22:115–136, DOI: http://dx.doi.org/10.5334/pia.406

Source *J*

Two news items from the UNESCO World Heritage Centre website.





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