BOSTES BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

Centre Number

Student Number

2016 HIGHER SCHOOL CERTIFICATE EXAMINATION

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 pen
- 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 1–7

Part B – 10 marks

- Attempt Question 8

Section II Pages 7–16

25 marks

- Attempt ONE question from Questions 9–18
- Allow about 45 minutes for this section

Section III Pages 17–21

25 marks

- Attempt ONE question from Questions 19–30
- Allow about 45 minutes for this section

Section IV Pages 22–26

25 marks

- Attempt ONE question from Questions 31–46
- 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 1–7
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 1–7

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1 Where would the bronze statue shown in Source *A* have most likely been kept? **1**

- ⬭ (A) In a bar
- ⬭ (B) In a house
- ⬭ (C) In a market
- ⬭ (D) In a theatre

2 Consider the following statements about the advertisement shown in Source *B*. **1**

Statement I: Julia Felix could lease her property.
Statement II: All housing in Pompeii was used for commercial purposes.

- ⬭ (A) Both statements are true.
- ⬭ (B) Both statements are false.
- ⬭ (C) Statement I is false, Statement II is true.
- ⬭ (D) Statement I is true, Statement II is false.

3 With reference to Source *C*, which of the following statements is correct? **1**

- ⬭ (A) The Temple of Apollo is located in the Forum.
- ⬭ (B) All council meetings took place in the Macellum.
- ⬭ (C) The Basilica was a focus of worship and sacrifice.
- ⬭ (D) All commercial activities took place in the Forum.

4 The cult shown in Source *D* is usually associated with **1**

- ⬭ (A) Apollo.
- ⬭ (B) Augustus.
- ⬭ (C) Dionysus.
- ⬭ (D) Isis.

5 Referring only to Source *E*, which three industries used natural resources available in the region of Campania? **1**

- ⬭ (A) Wine, oil, garum
- ⬭ (B) Perfume, wine, oil
- ⬭ (C) Perfume, garum, oil
- ⬭ (D) Garum, perfume, wine

6 Outline the purposes of public buildings in Pompeii. Refer to Source *C* and your own knowledge of specific buildings. **4**

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7 Explain what is known about the role of women in Pompeii. In your answer, refer to Sources *B* and *D* and your own knowledge. **6**

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Ancient History

Centre Number

Student Number

Section I (continued)

Part B – 10 marks
Attempt Question 8
Allow about 20 minutes for this part

Refer to the Source Booklet to answer Question 8

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

Question 8 (10 marks)

Explain the contribution that new research and technologies have made to reconstructing the past of Pompeii and Herculaneum.

In your answer, refer to Sources *F* and *G* and your own knowledge.

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Question 8 continues on page 6

Question 8 (continued)

End of Question 8

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Ancient History

Section II — Ancient Societies

25 marks
Attempt ONE question from Questions 9–18
Allow about 45 minutes for this section

Answer the question in the Sections II, III and IV Writing Booklet. Extra writing booklets are available.

Question 9 — 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) Name TWO myths or legends from this period. **2**

(b) What was the importance of the Pyramid Texts? **3**

(c) Describe the main features of the tombs of nobles. **5**

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

(d) What does evidence reveal about the role of the King in this period? In your answer, refer to Source *H*, other sources, and your own knowledge. **15**



Source *H*: Statue of King Menkaure with Hathor and Bat

Question 10 — 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) Name TWO gods or goddesses from this period. **2**

(b) What was the importance of the *Am Duat (Book of What Is In the Netherworld)*? **3**

(c) Describe the main features of art from this period. **5**

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

(d) What does evidence reveal about the impact of empire in this period? In your answer, refer to Source *I*, other sources, and your own knowledge. **15**



Source *I*: Egyptian collar with falcon heads

The original work of art is from the collection of The Metropolitan Museum of Art. www.metmuseum.org

Question 11 — 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.

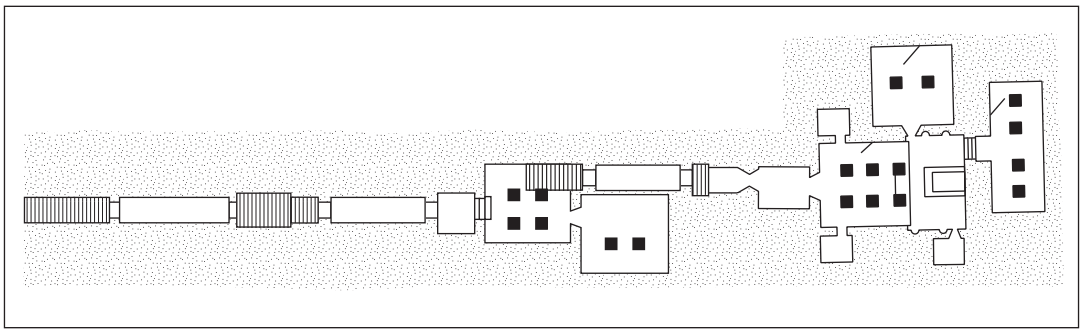
(a) Name TWO significant sites from this period. **2**

(b) What was the role of the pharaoh during New Kingdom Egypt? **3**

(c) Describe the main features of the workers' strike during the reign of Ramesses III. **5**

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

(d) What does evidence reveal about the significance of tomb architecture and decoration in this period? In your answer, refer to Source *J*, other sources, and your own knowledge. **15**



Source *J*: Plan of the Tomb of Seti I

Question 12 — 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) Name TWO significant sites from this period. **2**

(b) What was the importance of flood defence walls to Assyrian society? **3**

(c) Describe the main features of clothing from this period. **5**

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

(d) What does evidence reveal about the nature and role of the army in Assyrian society? In your answer, refer to Source *K*, other sources, and your own knowledge. **15**



Source *K*: Wall relief of Assyrian warriors, Nineveh

© Erich Lessing/lessingimages.com

Question 13 — 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) Name TWO significant sites from this period. **2**

(b) What was the importance to Israel of the Siloam Tunnel? **3**

(c) Describe the main features of economic exchange from this period. **5**

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

(d) What does evidence reveal about the nature and role of the army in Israel during this period? In your answer, refer to Source *L*, other sources, and your own knowledge. **15**

> *When the Israelites in the camp heard that Zimri had plotted against the king and murdered him, they proclaimed Omri, the commander of the army, king over Israel that very day there in the camp. Then Omri and all the Israelites with him withdrew from Gibbethon and laid siege to Tirzah.*

Source *L*: I Kings 16:16–17

THE HOLY BIBLE, NEW INTERNATIONAL VERSION®, NIV® Copyright © 1973, 1978, 1984, 2011 by Biblica, Inc.™ Used by permission. All rights reserved worldwide.

Question 14 — 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) Name TWO satrapies from this period. **2**

(b) What was the importance of irrigation works to Persian society? **3**

(c) Describe the main features of the legal system and laws from this period. **5**

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

(d) What does evidence reveal about the nature and role of the army in Persian society during this period? In your answer, refer to Source *M*, other sources, and your own knowledge. **15**



Source *M*: Archers on glazed bricks, Susa

Question 15 — 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) Name TWO Minoan religious symbols from this period. **2**

(b) What was the importance of Gournia? **3**

(c) Describe the main features of myths and legends relating to the Minoans. **5**

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

(d) What does evidence reveal about daily life in Minoan society? In your answer, refer to Source *N*, other sources, and your own knowledge. **15**



Source *N*: Fresco of boxing boys, Akrotiri

Photographs by Carole Raddato from FRANKFURT, Germany

Question 16 — 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.

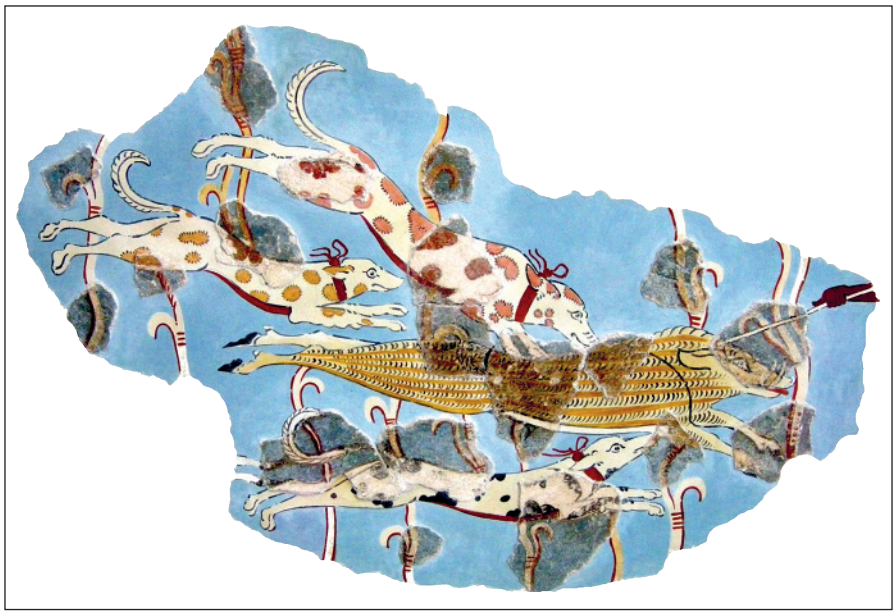
(a) Name TWO Mycenaean palaces from this period. **2**

(b) What was the importance of shaft graves in Mycenaean society? **3**

(c) Describe the main features of Mycenaean weapons and armour. **5**

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

(d) What does evidence reveal about daily life in Mycenaean society? In your answer, refer to Source *O*, other sources, and your own knowledge. **15**



Source *O*: Fresco of hunting scene

Mycenaean fresco boar hunt from Tiryns 1300 1200 BC Greece Copyright: Ancient Art & Architecture Collection Ltd (AAACLtd)/Alamy Stock Photo

Question 17 — 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) Name TWO privileges of the Kings from this period. **2**

(b) What was the importance of the *Hyakinthia*? **3**

(c) Describe the main features of myths and legends relating to the Spartans. **5**

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

(d) What does evidence reveal about the structure of Spartan society? In your answer, refer to Source *P*, other sources, and your own knowledge. **15**

> *For one of the noble and blessed privileges which Lycurgus provided for his fellow-citizens, was abundance of leisure, since he forbade their engaging in any mechanical art whatsoever, and as for money-making, with its laborious efforts to amass wealth, there was no need of it at all, since wealth awakened no envy and brought no honour. Besides, the Helots tilled their ground for them …*

Source *P*: Plutarch, *Life of Lycurgus* 24

Question 18 — 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) Name TWO gods or goddesses from this period. **2**

(b) What was the role of the *thetes*? **3**

(c) Describe the main features of slavery in Athenian society. **5**

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

(d) What does evidence reveal about the leisure activities of Athenians in this period? In your answer, refer to Source *Q*, other sources, and your own knowledge. **15**



Source *Q*: Athenian red-figure vase

The British Museum

Section III — Personalities in Their Times

25 marks
Attempt ONE question from Questions 19–30
Answer BOTH parts (a) and (b) in 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.

Your answers 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 19 — Option A – Egypt: Hatshepsut (25 marks)

(a) Describe Hatshepsut's relationship with Thutmose III. **10**

(b) *We shall probably never know what event precipitated [led] Hatchepsut into proclaiming herself king. It is, of course, possible that she had always intended to seize power, and that following the death of Thutmose II she had merely been biding her time, waiting for the politically opportune moment to strike.* **15**

Joyce Tyldesley, *Hatchepsut the Female Pharaoh*, 1998

© Dr Joyce Tyldesley

How effectively did Hatshepsut justify her claim to the throne? In your answer, refer to the above quotation and other sources.

Question 20 — Option B – Egypt: Akhenaten (25 marks)

(a) Describe the marriages of Akhenaten. **10**

(b) *Amarna was thus a fresh start in a programme to which considerable resources had already been devoted. Whether he envisaged this at the outset, or developed the idea of Akhetaten, a new place, as he pursued his vision, is not clear.* **15**

Professor Barry J Kemp, The city of Akhenaten and Nefertiti: Amarna and its People.

What was the significance of the city of Akhetaten? In your answer, refer to the above quotation and other sources.

Question 21 — Option C – Egypt: Ramesses II (25 marks)

(a) Describe the early years and co-regency of Ramesses II. **10**

(b) *Through his own leadership, Ramesses had prevented a crushing defeat. Although the battle of Kadesh was, in reality, a stalemate, he presented it as a famous victory, not least because of the part he had played in the turn of events.* **15**

Toby Wilkinson, Lives of the Ancient Egyptians, Thames & Hudson 2007

How significant were the role and representation of Ramesses II at the Battle of Kadesh? In your answer, refer to the above quotation and other sources.

Question 22 — Option D – The Near East: Sennacherib (25 marks)

(a) Describe technological innovations in the time of Sennacherib. **10**

(b) *Sennacherib implemented a religious reform in Assyria that ... made the Assyrian cult far more Babylonian than it had ever been before. The king introduced a new version of the Babylonian Epic of Creation in which Assur usurped the role of Marduk.* **15**

Isaac Kalimi and Seth Richardson, Sennacherib at the Gates of Jerusalem: Story, History and Historiography, Brill, 2014

How successful were Sennacherib's religious policies? In your answer, refer to the above quotation and other sources.

Question 23 — Option E – The Near East: Xerxes (25 marks)

(a) Describe Xerxes' relationship with prominent Persians. **10**

(b) *Xerxes died … the victim of a bloody plot. Though the king's assassination is mentioned by many authors, it is sometimes solely as the post mortem [after death] condemnation of a king who was burdened by the weight of the defeat at Salamis.* **15**

From Cyprus to Alexander: A History of the Persian Empire by Pierre Briant

Why was Xerxes murdered? In your answer, refer to the above quotation and other sources.

Question 24 — Option F – The Near East: Hannibal (25 marks)

(a) Describe the manner and impact of Hannibal's death. **10**

(b) *He led by example, fully understanding the capabilities and limitations of those he commanded. He was also mentally and physically robust, imaginative and so innovative, fearless and without being foolhardy, unswerving in pursuit of his objective, outstandingly competent professionally through intelligent study, and ruthless when necessary.* **15**

Nigel Bagnall, The Punic Wars: Rome, Carthage and the struggle for the Mediterranean. Pimlico, Random House, London, 1999.

How have images and interpretations of Hannibal changed over time? In your answer, refer to the above quotation and other sources.

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

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

(b) *... we are inclined to think of Pericles primarily as a great political leader, a brilliant orator, a patron of the arts and sciences ... So, it's useful for us to remember that the office to which the people elected him ... was that of 'strategos', a general and that foremost responsibility of Athenian generals was to lead armies and navies into battle.* **15**

Professor Donald Kagan, lecture on
The Peloponnesian War; Pericles and His Strategy, 2007
© Professor Donald Kagan

Why is Pericles' role as a general usually overlooked? In your answer, refer to the above quotation and other sources.

Question 26 — Option H – Greece: Alexander the Great (25 marks)

(a) Describe the impact of the assassination of Philip II. **10**

(b) *For centuries the story of Alexander's achievement was the romance of a dashing, heroic soldier who led from the front. This is the story that still suits Hollywood. Of late, however, historians and archaeologists have begun to revise the script.* **15**

Nigel Spivey, *How Art Made the World*, 2005
© Dr Nigel Spivey

How successful was Alexander in shaping his image? In your answer, refer to the above quotation and other sources.

Question 27 — Option I – Greece: Cleopatra VII (25 marks)

(a) Describe Cleopatra's actions in the Battle of Actium. **10**

(b) *Cleopatra did not take the ancient world by storm. She did not burst on the scene like Minerva, full grown from the head of Jupiter, and play the part of a master puppeteer, with Caesar, Antony and Octavian as her pawns.* **15**

Cleopatra and Rome by Diana E. E. Kleiner, Cambridge, Mass.: The Belknap Press of Harvard University Press, © 2005 by the President and Fellows of Harvard College.

How has the image of Cleopatra changed over time? In your answer, refer to the above quotation and other sources.

Question 28 — Option J – Rome: Tiberius Gracchus (25 marks)

(a) Describe Tiberius Gracchus' relationship with the Senate. **10**

(b) *Gracchus' tribunate and death "divided one people into two parties", as Cicero made Laelius observe in a dialogue set in 129 BC. In other circumstances, its impact might nonetheless have been short-lived but Gracchus' example was emulated and taken further first by his brother, and then by others exploiting the opportunities afforded by the Jugurthine and Cimbric Wars.* **15**

John Rich, in *Crises and the Roman Empire*, 2007

John Rich (Author of Book Chapter), Olivier Hekster, Gerda de Kleijn, Daniëlle Slootjes (ed.), Crises and the Roman Empire: Proceedings of the Seventh Workshop of the International Network Impact of Empire, Nijmegen, June 20-24, 2006. Impact of Empire v. 7. Leiden/Boston: Brill, 2007

How significant was the legacy of Tiberius Gracchus? In your answer, refer to the above quotation and other sources.

Question 29 — Option K – Rome: Julius Caesar (25 marks)

(a) Describe Julius Caesar's relationship with his army. **10**

(b) *His talents were varied and exceptional, from his skill as an orator and writer, as framer of laws and as political operator, to his talent as soldier and general. Most of all there was his charm that so often won over the crowd in Rome …* **15**

Adrian Goldsworthy, Caesar: The life of a Colossus, Orion Books, London, 2007. Reproduced by permission.

Why was Caesar a successful politician? In your answer, refer to the above quotation and other sources.

Question 30 — Option L – Rome: Agrippina the Younger (25 marks)

(a) Describe Agrippina's marriages. **10**

(b) *The representations of Agrippina in the visual sources are conspicuously different from those we have examined in the literary tradition. Gone is the ruthless power-seeker, wicked stepmother, the seducer turned poisoner of husbands, the mother who commits incest with her son. These constructs are now replaced by much more flattering ones, the products of the culture of the imperial dynasty itself, its supporters, or those wishing to obtain its favour.* **15**

Judith Ginsburg, *Representing Agrippina*, 2006

Judith Ginsburg, Representing Agrippina: Constructions of Female Power in the Early Roman Empire.
Reproduced by permission of Oxford University Press, USA.

How has the image of Agrippina changed over time? In your answer, refer to the above quotation and other sources.

Section IV — Historical Periods

25 marks
Attempt ONE question from Questions 31–46
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.

Your answer 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 A – Egypt: From Unification to the First Intermediate Period (25 marks)

(a) Assess the role of warfare in the unification of Egypt. **25**

OR

(b) To what extent were dynastic difficulties responsible for the breakdown of the Old Kingdom? **25**

Question 32 — Option B – Egypt: New Kingdom Egypt to the death of Thutmose IV (25 marks)

(a) Assess the importance of queens in this period. **25**

OR

(b) Evaluate the importance of building programs in this period. **25**

Question 33 — Option C – Egypt: New Kingdom Egypt from Amenhotep III to the death of Ramesses II (25 marks)

(a) Assess the significance of the warrior pharaoh image in this period. **25**

OR

(b) Evaluate the importance of building programs in the post-Amarna reforms. **25**

Question 34 — Option D – The Near East: Assyria from Tiglath-Pileser III to the fall of Assyria 609 BC (25 marks)

(a) Evaluate the role and contribution of Ashurbanipal in this period. **25**

OR

(b) To what extent was there a decline of the Assyrian empire in this period? **25**

Question 35 — Option E – The Near East: Israel and Judah from Solomon to the fall of Jerusalem (25 marks)

(a) Evaluate the contribution and impact of prominent royal women in this period. **25**

OR

(b) Assess the impact on Judah of the changing balance of power in this period. **25**

Question 36 — Option F – The Near East: Persia from Cyrus II to the death of Darius III (25 marks)

(a) To what extent does Cyrus II deserve the title 'The Great'? **25**

OR

(b) Assess the contribution of religious policies in maintaining the Persian empire. **25**

Question 37 — Option G – Greece: The development of the Greek world 800–500 BC (25 marks)

(a) Evaluate the importance of tyranny to the development of the Greek world in this period. **25**

OR

(b) To what extent were the reforms of Lycurgus more significant than the reforms of Cleisthenes? **25**

Question 38 — Option H – Greece: The Greek world 500–440 BC (25 marks)

(a) Evaluate the causes of conflict between the Greeks and the Persians in this period. **25**

OR

(b) Assess the impact on Athens of key democratic developments in this period. **25**

Question 39 — Option I – Greece: The Greek world 446–399 BC (25 marks)

(a) Assess the importance of the incidents at Epidamnus, Corcyra and Potidaea in causing the Peloponnesian War. **25**

OR

(b) To what extent was Alcibiades the most important figure in the Peloponnesian War? **25**

Question 40 — Option J – Greece: Fourth-century Greece to the death of Philip II of Macedon (25 marks)

(a) Assess the nature and impact of the Theban hegemony in this period. **25**

OR

(b) To what extent was there opposition to Philip II in this period? **25**

Question 41 — Option K – Rome: 264−133 BC (25 marks)

(a) Assess the reasons for Rome's economic and social problems in this period. **25**

OR

(b) To what extent did changes in its naval and land warfare strategies and military recruitment contribute to Rome's success over Carthage in this period? **25**

Question 42 — Option L – Rome: Political revolution in Rome 133−78 BC (25 marks)

(a) To what extent did the Gracchi succeed in overcoming the problems experienced by Rome in this period? **25**

OR

(b) Assess the impact on Rome of the invasions of the Cimbri and Teutones in this period. **25**

Question 43 — Option M – Rome: The fall of the Republic 78−31 BC (25 marks)

(a) Assess the roles of the *optimates* and *populares* in this period. **25**

OR

(b) To what extent did rivalry between Mark Antony and Octavian, and the civil war that followed, result in the fall of the Republic? **25**

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

(a) Evaluate the relationship between Augustus and the army in this period. **25**

OR

(b) To what extent does literature of the period express propaganda about the Augustan principate? **25**

Please turn over

Question 45 — Option O – Rome: The Julio-Claudians and the Roman Empire AD 14−69 (25 marks)

(a) Evaluate the political role of the Praetorian Guard in this period. **25**

OR

(b) To what extent did the Julio-Claudian rulers expand and consolidate Rome's empire in this period? **25**

Question 46 — Option P – Rome: The Roman Empire AD 69−235 (25 marks)

(a) Evaluate Vespasian's role in constitutional, ideological and political developments of the principate in this period. **25**

OR

(b) Assess the impact on the Roman Empire of foreign wars and revolts in this period. **25**

End of paper

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2016 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 *A*

Small bronze statue found in Pompeii



Roman bronze bathing utensils from Pompeii. Strigils and a small oil flask on wrist loop.
https://in.pinterest.com/pin/362117626264431429/

Source *B*

Translation of an advertisement from the estate of Julia Felix, Pompeii

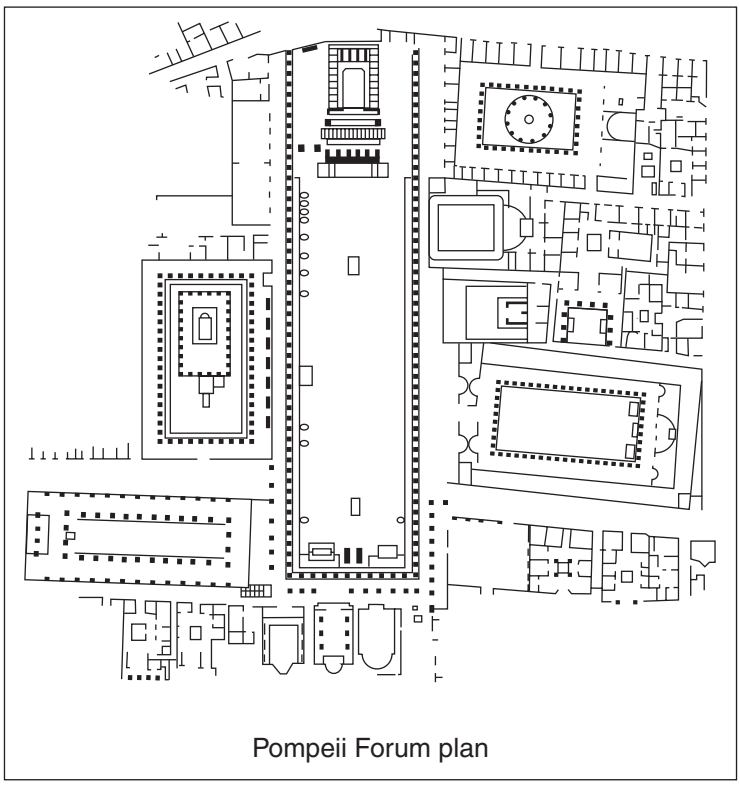
To let, in the estate of Julia Felix, daughter of Spurius:

Elegant baths for respectable people, shops with upper rooms, and apartments. From 13 August next to 13 August of the sixth year, for five continuous years. The lease will expire at the end of the five years.

Reproduced by permission of Professor Alison E. Cooley

Source *C*

Line drawing of the Forum, Pompeii



Pompeii Forum plan

Source *D*

Wall painting from the Villa of the Mysteries, Pompeii

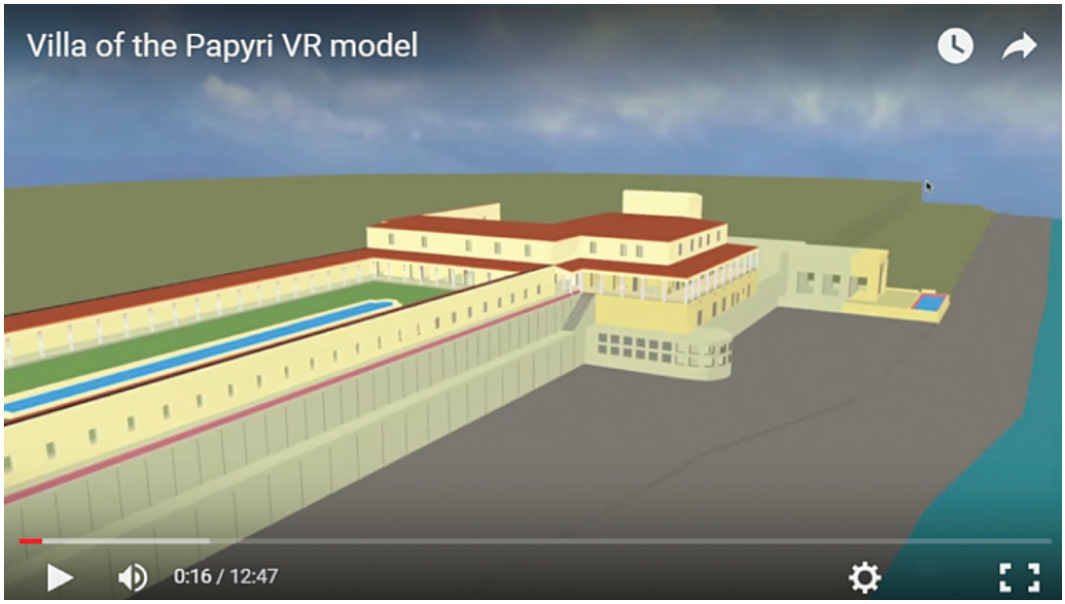


Source *E*

> Of everything not just in Italy, but in the whole world, the region of Campania is the most beautiful. Nothing is more temperate than its climate: indeed, in spring flowers blossom twice. Nothing is more fertile than its land: consequently there is said to be a competition between Liber and Ceres. Nothing is more welcoming than its sea: here are those famous harbours of Caieta, Misenum and Baiae with its warm springs, the Lucrine Lake and Avernus, some of the pleasures of the sea. Here are the mountains which befriend the vine – Gaurus, Falernus, Massicus and, most beautiful of them all, Vesuvius, imitator of Etna's fire.
>
> FLORUS, *epitome* 1.16

Source *F*

Screenshot of digital reconstruction of the Villa of the Papyri



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Source *G*

Extract from *'Gardens'* in *The World of Pompeii*, 2008

> When the plants and trees growing at the time of the eruption died, their roots decayed, and the volcanic debris that covered the site gradually filled the cavities … It is then possible with special tools to empty the cavities, reinforce them with wire and fill them with cement. When the cement has hardened, the soil is removed from around the cast to reveal the shape of the ancient root.
>
> WILHELMINA JASHEMSKI
>
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