



General Certificate of Education

Classical Civilisation 2020

CIV1B Athenian Democracy

Mark Scheme

2009 examination – January series

INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

Information in round brackets is not essential to score the mark.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- determine the mark from the mark range associated with that level, judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Candidates are **not** necessarily required to respond to all the bullet points in order to reach Level 5 or Level 4, but they should cover a sufficient range of material to answer the central aspects of the question.

QUALITY OF WRITTEN COMMUNICATION

The Quality of Written Communication will be taken into account in all questions worth 10 or more marks. This will include the candidate's ability

- to communicate clearly, ensuring that text is legible and that spelling, punctuation and grammar are accurate
- to select and use an appropriate form and style of writing, and
- to organise information clearly and coherently, using specialist vocabulary when appropriate.

LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

Level 4	Demonstrates <ul style="list-style-type: none">• accurate and relevant knowledge covering central aspects of the question• clear understanding of central aspects of the question• ability to put forward an argument which for the most part has an analytical and/or evaluative focus appropriate to the question and uses knowledge to support opinion• ability generally to use specialist vocabulary when appropriate.	9-10
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to use specialist vocabulary when appropriate.	6-8
Level 2	Demonstrates either <ul style="list-style-type: none">• a range of accurate and relevant knowledge or <ul style="list-style-type: none">• some relevant opinions with inadequate accurate knowledge to support them.	3-5
Level 1	Demonstrates either <ul style="list-style-type: none">• some patchy accurate and relevant knowledge or <ul style="list-style-type: none">• an occasional attempt to make a relevant comment with no accurate knowledge to support it.	1-2

LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

Level 5	Demonstrates <ul style="list-style-type: none">• well chosen accurate and relevant knowledge covering most of the central aspects of the question• coherent understanding of the central aspects of the question• ability to sustain an argument which has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, effectively links comment to detail, has a clear structure, reaches a reasoned conclusion, is clear and coherent, using appropriate, accurate language and makes use of specialist vocabulary when appropriate.	19-20
Level 4	Demonstrates <ul style="list-style-type: none">• generally adequate accurate and relevant knowledge covering many of the central aspects of the question• understanding of many of the central aspects of the question• ability to develop an argument which has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail and has a discernible structure, is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate.	14-18
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	9-13
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	5-8
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-4

LEVELS OF RESPONSE FOR QUESTIONS WORTH 30 MARKS

Level 5	Demonstrates <ul style="list-style-type: none">• well chosen accurate and relevant knowledge covering most of the central aspects of the question• coherent understanding of the central aspects of the question• ability to sustain an argument which has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, effectively links comment to detail, has a clear structure, reaches a reasoned conclusion, is clear and coherent, using appropriate, accurate language and makes use of specialist vocabulary when appropriate.	27-30
Level 4	Demonstrates <ul style="list-style-type: none">• generally adequate accurate and relevant knowledge covering many of the central aspects of the question• understanding of many of the central aspects of the question• ability to develop an argument which has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail, has a discernible structure, is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate.	20-26
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	13-19
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	7-12
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-6

Mark Scheme
Unit 1
Option B Athenian Democracy

SECTION A

Question 1

- (a) (i) ***Hupsichides (Hypsichides) was not an important person in Athenian history. Why does Aristotle give the archon's name?***

(eponymous) archon gave name to year / provided means of identifying year / no standardised way of counting years numerically etc. [1]

(1 mark)

- (ii) ***Who was Xerxes?***

Persian king [1]

(1 mark)

- (iii) ***Who were eligible to vote in an ostracism and what was the method of voting?***

all citizens [1] writing on piece of pot / by tribes [1]

(2 marks)

- (iv) ***For how long did a man who was ostracised normally stay in exile?***

10 years [1]

(1 mark)

- (b) ***How significant a part did ostracism play in Athenian politics between 508 and 417 BC? Give the reasons for your views.***

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- Aristotle says ostracism introduced by Cleisthenes, allegedly as weapon against tyrants but may have been potential threat against rival Isagoras and anti-tyrant motive later interpretation as part of anti-tyrant ideology of Athenian democracy; in any case no record of successful use until 487 BC when Hipparchus, relative of Peisistratus, ostracised, although stated that introduction of ostracism primarily aimed at him; Megacles ostracised 486 BC and another supporter of tyrants 485 BC; first person who was ostracised who was not connected to tyrants was Xanthippus 484 BC, but one of Alcmaeonids, whose loyalty in Persian War also in doubt; Aristides ostracised 482 BC, perhaps as consequence of debate over spending surplus silver for creation of fleet; run of successful ostracisms in 480s perhaps due to increased confidence of *zeugitai* after success at Marathon and renewed suspicions against Peisistratids after Hippias' collusion with Persians; renewed threat from Persia led to concern about wisdom of exiling potential Medizers as revealed in passage; ostracisms listed by Aristotle in 480s supported by archaeological evidence from Agora, which also suggests possibility for corruption in ready-made votes etc.
- decision to hold ostracism made by *Ekklesia* and procedure (by tribes in Agora, reinforcing Cleisthenes' tribal reforms) gave potential for one political leader to be sent into exile for 10 years by vote of people (substantial quorum of 6000 required), so established principle of accountability to people;

punishment of 'honourable' exile for 10 years without loss of property enabled cooling off period without total disgrace; perhaps contributed to relatively small number of political murders in Athens (e.g. most notably Ephialtes)

- from evidence of sources, ostracism not used frequently in period after Salamis, and so arguable that not significant; ostracism of Themistocles, previously popular hero of Salamis, perhaps due to subsequent Persian activities; ostracisms of Cimon and Thucydides reflected popular support for aristocrats favouring more radical democratic, anti-Spartan policies; corruption evident in ostracism of Hyperbolus 417/6 BC led to its abandonment etc.
- ostracism replaced by *graphe paranomon* (unknown when introduced) which made it possible for alleged illegal proposal in *Ekklesia* to be contested in *dikasteria* whether or not it had been passed, so provided political weapon which was focused on individual politicians for individual policies and could be invoked any number of times in a year; avoided corruption because decision by large jury selected by lot from any citizen over 30 with secret vote; *dikasteria* effectively guardian of the constitution since no right of appeal etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- (c) ***Apart from ostracism, how important were the other reforms which Cleisthenes carried out? Give the reasons for your views.***

You might include discussion of

- ***the context of Cleisthenes' reforms***
- ***the role and significance of the demes after Cleisthenes' reforms***
- ***the significance of creating new tribes***
- ***the organisation and role of the Council (Boule)***
- ***the generals (strategoi)***
- ***what Cleisthenes did not change.***

Answers may include discussion of a range (but **not** necessarily all) of e.g.

- context: Cleisthenes promised people power to counter power Isagoras gained in aristocratic political clubs
- demes: hereditary membership which conferred citizenship when admitted at age 18; citizenship to be determined by peers at local level rather than by aristocratic patronage; names of citizens to include deme name; demes to have local government with annually appointed demarchs, assemblies, cults etc.; reduction in importance of phratries; demes provided basis for political participation at *polis* level and experience etc.
- tribes: artificial, some suggestions of gerrymandering by modern writers; 3 areas of Attica; *trittues* and distribution of demes within them; each named after Attic hero allegedly chosen by Delphic oracle; military functions; basis for *Boule*; *strategoi*; removed / reduced power of clans / old Ionic tribes (though these retained for some religious purposes) and encouraged greater loyalty to *polis* as whole etc.
- *Boule*: 500 open to all over 30 except formally *thetes*; selected by lot (at some point) so no advantage to wealthy, though time-consuming role; service for single year and re-appointment permitted only once and not in following year, so required large number of participants; met every day except holidays so demanding task but gave *bouleutai* much experience; representative of all Attica rather than single interest group because 50 *bouleutai* per tribe; fixed quota from each deme so each locality, however distant from Athens, represented; effectively sub-committee of *Ekklesia* since prepared agenda and ensured its decisions carried out so increased importance of *Ekklesia*; *bouleutai* held to account on leaving office; *prytaneis* (whenever introduced) etc.

- *stratego*: directly elected by people; eligible for re-election any number of times so eventually replaced archons as major political figures; directly accountable because of election and *euthuna* etc.
- what Cleisthenes did not change: eligibility for / powers of archons / Areopagus; considerable power still in hands of *pentacosimedimnoi* and perhaps *hippeis* etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Question 2

- (a) (i) **What relation is Bdelycleon to Philocleon?**

son [1]

(1 mark)

- (ii) **Give four ways in which Bdelycleon has already prepared Philocleon for going to a dinner party.**

FOUR of e.g. wearing (Persian) gown (instead of juryman's cloak) [1] and (Spartan) shoes [1] walking (with elegant gait) [1] telling anecdotes [1] reclining (gracefully) [1] complimenting the décor [1] eating [1] washing hands [1] pouring libations [1]

(4 marks)

- (b) **Harmodius had become a popular hero after an incident during the tyranny of Hippias. How far do you think Harmodius deserved his reputation as a tyrant-killer and a founder of Athenian democracy? Give the reasons for your views.**

Answers may include discussion of a range (but **not** necessarily all) of e.g.

- Harmodius did not return love of Thettalos (Aristotle) / Hipparchus, Hippias' brother (Thucydides), rejected lover insulted Harmodius as effeminate at Panathenaia when Harmodius' sister carrying basket, so Harmodius plotted with Aristogeiton and many others (Aristotle) / few fellow conspirators (Thucydides) to kill tyrants at Panathenaia because could carry arms openly at this procession (Thucydides); thought they were betrayed when one of conspirators greeted Hippias on Acropolis while he was welcoming procession, so rushed down into city and killed Hipparchus while organising procession (by the Leokoreion); Harmodius killed immediately by guards; Aristogeiton captured later and tortured etc.
- effect of this incident was not removal of tyranny but hardening of regime under Hippias for further 3 years, during which time Alcmaeonids claimed to have become leaders of exiled nobles, contracted to rebuild temple at Delphi and bribed oracle to instruct Sparta to free Athens; Cleomenes therefore invaded Attica, besieged Hippias on Acropolis, captured sons, persuaded Hippias to leave Athens in return for sons' safety etc.
- Harmodius and Aristogeiton commemorated in Agora with bronze statues *Tyrannicides* (? by Antenor) and regarded as so important that when looted by Persians 480 BC replaced with version by Kritios and Nesiotes very quickly (c.477 BC); Harmodius 'in the full bloom of youth' (Thucydides) strides heroically forward, sword raised for chopping blow but leaving body recklessly exposed, so that killed in action, whereas Aristogeiton bearded and wary, holding cloak in front for protection, sword low; story and statue provided image of Athenian democracy as young, vigorous, daring, fearless, heroic etc.

- value of this incident as foundation myth of Athenian democracy was that it suppressed the truth that Hippias expelled / tyranny ended because of foreign / Spartan intervention and minimised role of competing aristocratic families; reinforced ideology of Athenian democracy that prevented rule by one man, a view which united both nobles and poor and provided rhetoric which Cleon could exploit as seen in *Wasps* etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- (c) ***To what extent do you think Aristophanes uses the relationship between Bdelycleon and Philocleon to make serious political and social points in Wasps? Give the reasons for your views.***

You might include discussion of

- ***whether there are any serious points to the jokes in the passage***
- ***Philocleon's behaviour as a juryman and Bdelycleon's reaction to this, including the mock trial***
- ***the attitude of each character towards Cleon***
- ***role reversals***
- ***social targets***
- ***other sources of humour.***

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- passage: Cleon, pilloried elsewhere for lowly origins, disgusting trade and revolting behaviour, here imagined as engaging in sophisticated social rituals of aristocratic symposium, but with dubious company (opportunists, flatterers, parasites); contributions of Philocleon, previously portrayed as fiercely democratic and pro-Cleon, include outrageous comment on Harmodius, warning to Cleon quoting from drinking song about tyrant Pittacus etc.
- Philocleon's behaviour as a juryman: ludicrously obsessive and vindictive with much comedy deriving from the exaggeration of character, clowning, repartee, inventiveness etc.; comic reversal from vicious juryman to carefree reveller with no concern for law and order etc.
- Bdelycleon's reaction: comic role reversal of father-son relationship; concern to educate, tame father; uses rhetoric of Cleon in attempt to demonstrate corruption of Cleon and cronies
- attitudes to Cleon: emphasised in characters' names; mock trial in particular ridicules Cleon's alleged corruption etc.
- social targets: much of second half of play concerned with mocking upper-class social rituals and fashions, but it is Philocleon's irrepressible verve which keeps the whole thing spinning etc.
- seriousness undermined not only by the clowning and buffoonery but also by Aristophanes' portrayal of himself as the People's Protector (appropriating Cleon's rhetoric) and attempting to win support by remarking on the allegedly unfair treatment he has received from the people and concluding with literary parody which spins lightheartedly away from political and social concerns etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION B

Question 3

How important were Solon's legal and judicial reforms both immediately and for the long-term development of democracy at Athens? Give the reasons for your views.

You might include discussion of

- **the principles Solon established in the Shaking-off of Burdens (*seisachtheia*)**
- **other changes Solon made to the law code and how he publicised them**
- **the immediate and long-term significance of introducing the right of appeal third-party redress**
- **changes which Ephialtes and Pericles made to the law courts in the 5th century BC**
- **the importance of the law courts in Athenian politics in the 5th century BC.**

Answers may include discussion of a range (but **not** necessarily all) of e.g.

- *seisachtheia*: included abolition of *hectemoroi* / those who had to pay one-sixth (five-sixths) of produce to rich landowner and removal of humiliating *horoi* / boundary-markers / mortgage stones; retrospective abolition of *epi somati* loans / on security of person; attempted to establish *eunomia*, make society fairer / more just, reduce greed of rich and their exploitation of poor; gave a fresh start economically to poor; peasants owned land outright; established principle that no Athenian could legally be compelled to work for another but did not address underlying economic problems because did not redistribute land; established fundamental right that citizenship could not be removed because of economic hardship, established clear distinction between status of citizens and slaves, provided basis for creation of new classes / right of *thetes* to attend *ekklesia* and so giving all citizens some political say etc.
- lawcode: Draco's lawcode abolished because of its severity apart from law on homicide and replaced with fairer, less arbitrary laws; punishment more appropriate to crime; new laws displayed publicly in agora on *axones* / *kurbeis* so all who could read had direct access to laws themselves and so less at mercy of whims of magistrates etc.
- introduction of right of appeal against decision of archon established principles of trial in front of peers, of checking officials' power, that magistrates not infallible and could be held to account in front of people in *heliaia* (*ekklesia* sitting as jury court), so poor potentially had some say in legal process and some redress against officials of higher class, even if limited; seen as particularly important by Aristotle etc.
- introduction of third-party redress enabled any citizen who wanted to take legal action on behalf of someone who had been wronged / to prosecute crimes affecting the community and so made justice a *polis* matter rather than a purely personal one, gave more protection to poor / weak / helpless and made possible greater access to judicial process for poor (Plutarch 'accustomed citizens to understand and sympathise with one another as parts of one body'); Solon's principles: all citizens should have some say in running of state in accordance with their wealth; all officials to be accountable to at least some extent to people as whole; power not to be exercised arbitrarily etc.
- Ephialtes reduced Areopagus to court for murder cases etc.; Solon's appeal court became court of first instance so that large juries tried politically significant as well as criminal cases; Pericles introduced pay for jury service to encourage all classes of citizens over 30 to participate
- *dikasteria* effectively became guardians of the constitution because all officials had to undergo *euthuna* and after *graphe paranomon* introduced became final arbiters of legislation with no right of appeal etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Question 4

To what extent do you think that, after the reforms of Ephialtes and Pericles, the Athenian democracy favoured the interests of the ordinary people rather than those of the upper class? Give the reasons for your views.

You might include discussion of

- **the changes which Ephialtes and Pericles made**
- **the leadership of Cleon and other so-called demagogues**
- **the Assembly (*Ekklesia*)**
- **the Council (*Boule*)**
- **the law courts (*dikasteria*)**
- **the selection, roles and accountability of generals (*strategoi*) and other officials**
- **liturgies.**

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- Ephialtes' reforms: took all political power from Areopagus, council of *pentacosimedimnoi* (+ ? *hippeis*) / rich serving for life and left them only with power of murder court etc.; distributed political functions among *Ekklesia* in which all citizens could participate, *Boule* of 500, open to all citizens *zeugitai* and above over 30, *dikasteria*, open to all citizens over 30 etc.
- Pericles encouraged participation in courts by introducing pay, subsequently extended to other political roles, but not *Ekklesia* until very end of 5th century etc.
- Cleon and other demagogues received much criticism from aristocratic sources (e.g. that they were corrupting and misleading people for own gain), but they were mainly pursuing continuation of Pericles' policies (e.g. Cleon increased pay for jurors) though without his pedigree and gravitas.
- *Ekklesia* where all major decisions passed, open to all citizens over 18 to attend, speak, vote, but constraints of time / distance / money for poor; speakers more likely to have been those with experience, leisure, education etc.
- *Boule* selected by lot, representative of all demes of Attica, annual appointment with possibility of re-appointment but not in consecutive years, so large number of participants but not theoretically *thetes*; scrutinised at end of office, so accountable to people via courts, paid but time-consuming; functioned as subcommittee of *Ekklesia* so accountable etc.
- *dikasteria*: gave final verdict on performance of officials and after *graphe paranomon* introduced legislation to any citizens who volunteered over 30 etc.
- *strategoi*: annual appointments, directly elected, not paid, unlimited re-election possible, usually *pentacosimedimnoi*, but accountable to *Ekklesia*, constant risk of prosecution in *dikasteria*, with serious penalties if found guilty etc.; other officials also accountable to people with annual rotation, selection by lot etc.
- liturgies: rich took pride in performing liturgies; many contributed more than minimum and used this as argument to persuade of their patriotism in *Ekklesia* / *dikasteria*, and so means by which rich could influence poor, but also means of redistributing wealth etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Assessment Objectives Grid**Unit 1****Option B Athenian Democracy****SECTION A****Either**

		AO1	AO2	TOTAL
1	(a)(i)	1	-	1
	(a)(ii)	1	-	1
	(a)(iii)	2	-	2
	(a)(iv)	1	-	1
	(b)	5	5	10
	(c)	8	12	20
	TOTAL	18	17	35

Or

		AO1	AO2	TOTAL
2	(a)(i)	1	-	1
	(a)(ii)	4	-	4
	(b)	5	5	10
	(c)	8	12	20
	TOTAL	18	17	35

SECTION B**Either**

		AO1	AO2	TOTAL
3		12	18	30
	TOTAL	12	18	30

Or

		AO1	AO2	TOTAL
4		12	18	30
	TOTAL	12	18	30

OVERALL

	AO1	AO2	TOTAL
TOTAL	30	35	65
%	46%	54%	100%