



**General Certificate of Education
June 2011**

Classical Civilisation 2020

CIV1B: Athenian Democracy

Report on the Examination

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CIV1B Athenian Democracy

Section One

Option A

This option was chosen by the overwhelming majority of candidates who, in line with previous examinations, preferred to demonstrate knowledge and understanding of one of the 6th-century reformers (in this case Cleisthenes) rather than of Aristophanes' satire on the 5th century democracy in *Wasps*. Question 01 was generally answered accurately, although a small minority of candidates believed Solon or Cleisthenes was a tyrant. Answers to Question 02 were generally less satisfactory and revealed several confusions, particularly with the period before the fall of Hippias. Question 03 was answered accurately by about three-quarters of the candidates, the rest often misreading 'on what' as 'about whom'.

There were many good answers to Question 04, but there were several misunderstandings both about the procedure of an ostracism and about its significance. For example, the requirement was for 6000 Athenian citizens to participate, not for them all to vote against one man. There was no official prior discussion about individuals, and the assembly did not nominate candidates to compete against each other. Nor was ostracism the only power which the *thetes* had, since they could vote on all decisions in the assembly.

In Question 05, most candidates made some attempt to evaluate but the judgements which they made were sometimes flawed because of factual errors. For example, the confusion of the four Ionic tribes with Solon's four property classes led some candidates wrongly to conclude that, in his tribal reforms, Cleisthenes abolished the political significance of the property divisions. Nor did Cleisthenes redistribute land as property in his tribal reforms and so achieve economically what Solon had failed to do. Arguments also became muddled when candidates confused the meanings of *deme*, *trittus* and tribe and/or believed the demarch was a representative sent to the *Boule* apparently like an MP. However, where candidates understood that there were restrictions on the participation of the *thetes* because members of the *Boule* and magistrates were drawn from the higher classes, some credit was given for evaluation even where knowledge was imprecise.

Option B

Very few candidates chose Option B, but most of those who did answered Questions 06, 07 and 09 correctly. About a quarter of them thought the Spartans were defeated at Marathon in Question 08, and a slightly larger proportion did not know the detail from the play required for Question 10.

There were some impressive answers to Question 11 which presented balanced evaluations supported by appropriate details from the passage. Virtually all candidates made some attempt at reasoned argument, but some did not distinguish clearly enough between what might be a serious point and entertainment.

Disappointingly, no answers to Question 12 reached Level 5 or the top of Level 4, but several did gain a mid or lower mark in Level 4 by addressing the question clearly and making effective use of supporting detail. Few candidates discussed liturgies in any detail, and some confused them with legal processes for the supervision of magistrates such as *euthuna*. There was some uncertainty about which offices were paid and which were not, and this could lead to false judgements: for example, several candidates who wrongly believed generals were remunerated

mistakenly deduced that paid office worked against the redistribution of wealth on the grounds that only those in the highest property classes could aspire to paid magistracies.

Section Two

Option C

As in previous years, Question 13 on Solon was far more attractive to candidates than Question 14 (Option D) on the democracy after the reforms of Ephialtes and Pericles. The majority of candidates demonstrated considerable knowledge of a range of Solon's measures. However, third-party redress (*graphe*) in particular was often poorly understood: candidates assumed wrongly that this created a class of professional lawyers and/or introduced the use of witnesses for the first time. A more general reason why many very detailed essays failed to gain a mark in Level 4 was that they did not address this particular question directly but appeared to be prepared essays on the theme of whether the rich or poor benefited more from Solon's reforms. The best answers correctly identified that the question required the argument to refer to evidence for changes in attitudes and discussed fully the light shed on this by the political instability that followed Solon's reforms.

Option D

The general standard of answers to Question 14 was very similar to that in Question 13. Although evidence for bribery was often exaggerated, candidates usually demonstrated sound knowledge of the property qualifications for office and the continued disabilities of the *thetes* even in the late 5th century. In particular, they often made very effective use of *Wasps* in discussing whether the lawcourts provided greater equality than the political institutions.

Mark Ranges and Award of Grades

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