



General Certificate of Education

Classical Civilisation 2020

CIV1B Athenian Democracy

Mark Scheme

2009 examination – June series

This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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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<ul style="list-style-type: none">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 structurereaches a reasoned conclusionis clear and coherent, using appropriate, accurate language andmakes 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<ul style="list-style-type: none">has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail andhas a discernible structureis generally clear and coherent, using appropriate, generally accurate language andgenerally 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	<p>Demonstrates</p> <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 <ul style="list-style-type: none"> 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	<p>Demonstrates</p> <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 <ul style="list-style-type: none"> 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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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 ONE

Option A

- 01 Give three reasons why Solon was regarded as a suitable person to solve the problems in Attica at the beginning of the 6th century BC.**

THREE of e.g. had reputation for iron will / determination [1] as war hero [1] and as mediator / man of justice [1] because in poetry (either at public recitations or aristocratic *symposia*) [1] championed both sides equally [1] criticising greed of rich [1] but describing poor as 'worthless' / not deserving equality with rich / needing to be kept in check / who would follow leaders best if neither too free nor too restrained [1] one of leading men / Eupatridae by birth [1] but 'middle class' / moderate in wealth / [1] which said to have got through trade [1] and said to have travelled widely [1] so likely to understand interests of all groups in Athens [1] but cautious / conservative / aiming at compromise which would generally enable nobles / rich to continue to rule [1] to achieve *eunomia* / good order [1] and remove threat of tyranny [1] etc.

(3 marks)

- 02 For what reasons had Athenian citizens become enslaved? Make two points.**

TWO of e.g. poverty caused by poor land / harvests / all land under control of nobles [1] *hektemoroi* / sixth-parters had to pay one-sixth (five-sixths) of produce to landlord [1] all loans *epi somati* / on security of person [1] so failure to repay debts led to slavery [1] etc.

(2 marks)

03 How important was Solon's freeing of citizens from slavery? Give the reasons for your views.

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

- included abolition of *hektemoroi* / 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, so eliminated some of grievances 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 as poor had demanded so only temporary alleviation of economic problems and perhaps loans more difficult to secure because poor had no other collateral and so allowed conditions to continue in which tyranny could potentially emerge; but 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*; perhaps included bringing / allowing back those who had gone abroad; but this perhaps exacerbated problem by increasing number of poor but Solon took other measures to improve economy e.g. banning export of agricultural produce except olive oil etc.
- said to have caused loss of income for rich and perhaps some of their control over peasantry though according to sources hostile to Solon some men became rich by buying up large amounts of land with loans which were then cancelled; problems led to discontent which led to emergence of 3 factions under Lycurgus, Megacles and Peisistratus etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

04 To what extent did Solon bring about greater justice in other changes which he made to the laws and legal system of Athens? Give the reasons for your views.

You might include discussion of

- **the reasons for changing the laws**
- **how Solon's new laws were made known**
- **the introduction of the right of appeal**
- **the introduction of third-party redress**
- **the principles which Solon established**
- **what Solon did not change.**

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

- reasons for changing the laws: 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 etc.
- how Solon's new laws were made known: 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') etc.
- the principles which Solon established: 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
- what Solon did not change: although Solon established important principles, main power still with nobles, who probably made up most of *pentacosiomedimnoi*, and who still exerted their influence over poor by means of the clans and Ionic tribes, which Solon did not touch etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

05 In what circumstances had Athens' fleet been created? Make two points.

TWO of e.g. surplus (of 100 talents) from silver mines (at Laureion / Maroneia) [1] some recommended it be distributed among people [1] Themistocles [1] proposed talent be lent to (100) wealthiest Athenians [1] purpose undisclosed [1] but if people approved of what they did, state should pay [1] so 100 (Herodotus 200) triremes / warships built [1] in response to threat from Aegina [1] Persia / Xerxes [1] etc.

(2 marks)

06 How was a meeting of the Assembly (Ekklesia) organised and conducted? Make three points.

THREE of e.g. in open air [1] on Pnyx [1] space for about 6000 [1] red rope to encourage attendance [1] agenda by Council (*Boule*) of 500 / *prytaneis* [1] some items compulsory at particular meetings [1] regular schedule of meetings [1] emergency meetings possible [1] president / *epistates* chosen for day by lot from *prytaneis* [1] order kept by herald [1] and (Scythian) slaves / archers [1] purification / prayers by priest at start [1] each speaker wore garland while speaking [1] voting normally by show of hands [1] secret voting (with pebbles) for very serious issues [1] meeting adjourned in bad weather [1] etc.

(3 marks)

07 How important was selection by lot rather than election in the Athenian democracy? Give the reasons for your views.

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

- lot gave no advantage of wealth or rhetorical skills to any of those eligible for a particular post but gave equal opportunity to all those who put themselves forward (though some evidence politically ambitious men secured appointment in critical years); perhaps believed that decision in hands of gods; election believed to be undemocratic because gave victory to the best candidate; minimized risk of grudges being held by those defeated etc.
- lot used for selection of *Boule* of 500 (though unknown from what date) and so enabled large number of citizens from *zeugitai* and above to play significant role in politics and gain direct experience; used for selection of archons from 487 BC, which perhaps led to decline in prestige of archonship in relation to generalship and so contributed to Ephialtes' stripping Areopagus of its political power; used for most other officials / committees including demarchs at local level and *epistates* of *Boule*, but not *stratego*i and treasurers because of importance of competence in former, incorruptibility in latter; large numbers minimized risk from incompetence of any individual selected by lot (no evidence this was a problem); *dokimasia* ensured basic requirements fulfilled at outset, *euthuna* provided check on all officials at end of service; lot also used to determine sequence of prytanies etc.
- juries also selected by lot which together with size reduced risk of bribery and ensured verdicts on political as well as criminal cases decided by random cross-section of citizens over age 30; ostracisms decided by direct vote etc.
- *Boule* of central importance in running of *polis* (agenda for *Ekklesia* and carrying out its decisions); influential role of elected *stratego*i compared to administrative role of archons etc.; major decisions made by *Ekklesia* at which all citizens over 18 who wished could speak / vote but *graphe paranomon* potentially made decisions subject to jury selected by lot
- other important principles included annual rotation of office, pay etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

08 How important for the development of democracy was the part which the poor played in the fleet? Give the reasons for your views.

You might include discussion of

- **evidence from the sources you have studied**
- **reasons why the poor could serve in the fleet but not as hoplites**
- **the extent of Athenian power**
- **the part the fleet played in gaining and keeping power**
- **the circumstances in which Ephialtes and Pericles carried out the reforms which brought radical democracy.**

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

- hoplites had to provide own equipment for which needed certain level of income (200 *medimnoi*) / which poor (*thetes*) could not afford, whereas ships provided by state and maintained by rich through liturgies / *trierarchia* etc.
- with fleet Athens had taken leadership of Delian League as advocated by Aristides (Aristotle), driven Persians out of whole Aegean area, built up empire of island / coastal cities which required navy to control; fleet ensured income from allies' tribute which enabled Athens to build up greatest fleet in Greek world, with pay for rowers, to protect corn supply and withstand any attack after construction of Long Walls; so less need to deploy hoplites in pitched battle, especially as they were inferior to those of Athens' main rival Sparta; according to Bdelycleon (420s) Athenian Empire included 1000 cities stretching from Black Sea to Sardinia by way of Euboea producing total revenue of 12 million drachmas (comic exaggeration but broadly accurate picture even for mid century) etc.
- according to Old Oligarch, fleet used to maintain control of empire by supporting poor / democracies, hounding out oligarchs and compelling them to stand trial in Athenian courts in which jurors paid from allies' tribute, by preventing allies uniting, blockading them and ensuring supply of raw materials to Athens; provided poor with opportunity constantly to improve their rowing skills and so be best in Greek world; devastation of Attica by invading land army acceptable provided thalassocracy maintained etc.; Aristotle claims more than 20,000 Athenians earned their living at allies' expense etc.
- Areopagos composed of ex-archons (*pentacosiomedimnoi* and ? *hippeis*) main obstacle to radical democracy; after prosecuting individual members of Areopagos for corruption, Ephialtes passed reforms while hoplites absent with Cimon on military service in Sparta, soon to be discredited by Spartan rejection; Areopagos stripped of political power, which distributed among *Ekklesia*, *Boule* and *dikasteria* etc.; after Ephialtes' murder, archonship extended to *zeugitai* and, far more importantly, Pericles introduced pay for jury service, using income from tribute, to counter Cimon's wealth according to Aristotle, and subsequently extended to other offices; move to radical democracy could be seen to be one aristocratic faction exploiting role of poor in Athenian hegemony to defeat rival aristocratic faction, a change which could be justified by arguments such as that given by Old Oligarch in passage; in *Wasps* (420s) Bdelycleon does not question assumption poor deserve profits of empire brought by fleet ('12 million drachmas') but, making similar allegation to Aristotle's on Pericles, claims its distribution manipulated by ruling clique (now non-aristocratic) to maintain its grip on power etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

Option C

- 09 **'The most important consequence of the tyrannies of Peisistratus (Pisistratus) and Hippias and the reforms of Cleisthenes was greater political unity in Attica.'** To what extent do you agree with this statement? Give the reasons for your views.

You might include discussion of

- reasons for disunity in Attica before the tyranny of Peisistratus (Pisistratus)
- ways in which the tyrannies of Peisistratus (Pisistratus) and Hippias contributed to greater political unity
- ways in which Cleisthenes' reforms of the demes, tribes, Council (Boule) and generals (stratego) and his possible introduction of ostracism contributed to greater political unity
- other consequences for Athenian politics of the tyrannies and Cleisthenes' reforms.

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

- reasons for disunity: Solon had not reduced influence of clans nor solved underlying economic problems; dissatisfaction with reforms led to emergence of three factions under aristocratic leaders Megacles, Lycurgus and Peisistratus with regional power bases exploiting grievances etc.
- the tyrannies: provided long period of political and economic stability until murder of Hipparchus; taxed wealthy and from this revenue and own resources provided poor with loans so that greater olive production introduced and sustained and so raised living standards of poor and reduced their dependence on nobles; road-building programme also helped economy with employment and facilitating trade and also improved communication and unity; peaceful relations with foreign states also encouraged trade; deme justices brought justice to poor without dependence on local nobles; building programme on Acropolis etc. provided work, boosted morale and provided central focus for state, as did development of festivals in Athens etc.
- demes: conferred citizenship when legitimate males admitted to membership aged 18; membership hereditary; reduced aristocratic power of phratries; provided local government with reduced aristocratic influence by means of annual demarchs, assemblies, cults etc. and political experience at local level etc.
- tribes: demes grouped into *trittues* in 3 areas of Attica; formation of each of 10 new tribes with *trittus* from each area broke power of clans and old Ionic tribes (despite some suggestions of gerrymandering); new cults and military functions increased cohesion of new tribes; basis for *Boule*, *stratego*; reduced possibility of individual seizing power; treated Attica as a single political entity etc.
- the Council (*Boule*) of 500: open to all over 30 except *thetes*; possibly selected by lot (no advantage to wealthy); service for one year; re-appointment permitted once, but not in consecutive years; large number of participants, making it difficult for individual to take power; *prytaneis* (whenever system set up) ensured constant supervisory body in Athens; daily rotation of *epistates*; 50 *bouleutai* per new tribe so *Boule* representative of all Attica rather than one interest group / faction; important role in preparing agenda for *ekklesia* and ensuring its decisions carried out; whole system eliminated influence of individuals etc.

- generals (*strategoí*): 10 to spread power; directly elected by people annually; tended to come from noble / wealthy background and eligible for repeated election but accountable to people; officials of state as a whole rather than leaders of geographical factions etc.
- ostracism: potential for one political leader to be exiled for 10 years by vote of people each year subject to quorum of 6000; weapon against tyranny; principle of accountability to people, who had to work together to achieve result; provided legitimised safety valve rather than factional in-fighting etc.
- tyrannies resulted in permanent loss of influence for nobles and Cleisthenes' reforms further strengthened the widespread involvement of citizens across Attica to whom all leaders accountable and whose citizenship was now dependent on their peers in the demes rather than noble patronage, etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

- 10 **To what extent do you think Aristophanes has serious targets in *Wasps* and to what extent is he simply trying to make his audience laugh? Give the reasons for your views.**

You might include discussion of

- **the portrayal of Cleon**
- **the relationship between Cleon and the people**
- **the portrayal of jurors and the way the lawcourts worked**
- **the relationship between Philocleon and Bdelycleon**
- **social comment**
- **references to tragedy and other literature**
- **the way Aristophanes portrays himself.**

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

- Cleon: main characters named in relation to Cleon so suggests this political target important, but Aristophanes claims he does not intend to make mincemeat of him this time and after *parabasis* jokes social rather than overtly political; absurd cartoonist's images play on stereotypical criticisms of Cleon (source of wealth, greed, ignoble behaviour and appearance e.g. Sosias' dream of rapacious whale-like monster with voice of a scalded sow, weighing out bits of fat from a carcass, Xanthias' reply that dream stinks like a tanner's yard; in parody of trial Cleon represented as dog accusing another dog on immoral grounds that did not share stolen cheese; in *parabasis* more cartoon-like images (jag-toothed monster, surrounded by sycophantic flatterers, voice like destructive torrent, appalling stench, with some implication that supporters not true Athenians (standard means of attack) and conducting reign of terror etc.)
- people: at least some of apparent attack on Cleon involves criticism of *demos*, i.e. getting audience, *Ekklesia* on holiday, to laugh at themselves; compared to mesmerised sheep; their gullibility implied by Philocleon's acquittal of Labes after emotional rhetoric etc.
- lawcourts: trial is as much a clowning, absurd parody of trial procedure, encouraging audience to laugh at itself, as a specific political comment; works within the normal procedures of Aristophanes' comedy in inverting the norm and turning what is in the real world of the utmost seriousness into something ludicrously trivial in topsyturvydom etc.; exaggerated caricature of jurymen as vicious old Marathonians, not concerned with justice but in it for the pay and anything else they can get out of it; obsessed with securing a conviction but easily fooled by demagogues such as Cleon; mix of loveable and revolting in Philocleon's character etc.
- Philocleon and Bdelycleon: inversion of normal father-son relationship for comic effect producing individual comic sketches e.g. escape under donkey etc.
- social comment: much of later part of play devoted to ridicule of manners at symposium and comic reversal of Philocleon from vicious jurymen to anarchic, violent drunk and sex-crazed defendant, unseemly behaviour for a senior citizen etc.
- *parabasis* blames people for letting Aristophanes down by reacting badly to *Clouds* so that any political impact reduced by veering off into literary / personal matters; 'Dance of the Crabs' as finale etc.

- Aristophanes portrays himself as people's protector and critical of people, taking over rhetoric of Cleon, but much of play ever-shifting light-hearted kaleidoscope of sketches etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

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

		AO1	AO2	TOTAL
A	01	3	-	3
	02	2	-	2
	03	5	5	10
	04	8	12	20
	TOTAL	18	17	35

Or

		AO1	AO2	TOTAL
B	05	2	-	2
	06	3	-	3
	07	5	5	10
	08	8	12	20
	TOTAL	18	17	35

SECTION TWO**Either**

		AO1	AO2	TOTAL
C	09	12	18	30
	TOTAL	12	18	30

Or

		AO1	AO2	TOTAL
D	10	12	18	30
	TOTAL	12	18	30

OVERALL

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