



General Certificate of Education

Classical Civilisation 2020

CIV2D Athenian Imperialism

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	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 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 <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	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 2
Option D Athenian Imperialism

SECTION ONE

Option A

- 01 For what purposes did the allies originally agree to pay tribute? Make two points.**

Two from: To continue the war against Persia / or ensure their safety from Persia (1) / under Athenian instead of Spartan leadership (1) / liberate Greek states from Persia (1) / support the building-up of the allied navy (1) / compensate allies for losses incurred in war against Persia (1)

(2 marks)

- 02 Where was the treasury for storing the tributes originally situated?**

Delos (1)

(1 mark)

- 03 What do you think were the Athenians' reasons for transferring the treasury to Athens in 454 BC? Make two points.**

Two from: Persian wars nearing end (1) / change of use of funds (now for Athens' domestic use) (1) / admission that Athens was effectively leader of empire (1) / no longer alliance of equal states (1) / extra security (1) / disaster in Egypt (1) / (possible) discontent among allies (1) / to keep it secure in case Persians returned (1)

(2 marks)

- 04 To what extent do Passages A and B reflect a change from the original arrangements of the Delian League?**

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

- **Passage A:** 'will not revolt from' – originally shared mission with no likelihood of allies 'revolting', so need for such an oath suggests change; 'will not obey anyone...' – may imply threat from a controlling influence rather than a partner; 'I will denounce him' – Khalkis is now to police others on Athens' behalf; 'whatever tribute I persuade them...' – 'persuade' suggests conflict (and a weakening of position for the payer); 'best and fairest ally' – implies alliance becoming more one-way process than earlier when stated aim was joint action against Persia; 'I will obey...' further implies move from partnership to subservience of party swearing the oath.
- **Passage B:** 'identification tokens' – need / demand for these implies growing Athenian dominance; also, stated reason 'to prevent those...from committing offences' implies suspicion by Athens that 'partners' are becoming corrupt; 'seal it...' – another sign of lack of trust in 'ally'; 'sends it to Athens' – suggestion for Athenians to determine use; earlier it would have been sent to Delos (sign of confederate nature of alliance); ditto 'give the tablet to the Council' – all suggests increasing dominance by Athens.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

05 From your reading of the rest of the decrees from which Passages A and B are taken and of the other inscriptions you have studied, how fair do you think the Athenians were to their allies after 454 BC?

You might include discussion of

- *the rest of the arrangements for Khalkis*
- *the Kleinias Decree*
- *the Coinage Decree*
- *the decrees dealing with Erythrai, Miletus and Kolophon.*

Do not refer to Thucydides.

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

- After subduing of Khalkis Athenians' admission of citizens as allies, promising not to 'uproot city', exile or execute them or confiscate money etc; **but** Khalkidians forced to swear not to revolt or support other rebels; to pay agreed tribute, defend and obey the Athenians; same to apply to non-Khalkidians resident in Khalkis
- The stepping-up of collection of tribute as related in the Kleinias Decree (assumed to be in 440s): named officials in allied cities to be responsible for collection & transport to Athens; system of sealed tablets identifying amount enclosed; defaulters to be named on list, then pursued; further measures to prevent corrupt behaviour by Athenians or false claims of payment by allies; partly safeguards for interests of allies; partly means of ensuring full tribute exacted
- Coinage decree: starts with list of punishments for offenders (loss of civil rights & property); removes rights of independent states to mint own coinage, although few cities did so at this time; enforces the use of Athenian coinage; full details of decrees to be displayed in town centres
- Dealings with rebellion of Erythrai: similarities to Khalkis (oath to defend Athens – and the allies, unlike Khalkis; not to rebel or assist other rebels; again promise to 'obey' Athens); in some ways effects more interference than in Khalkis: Athenian garrison stationed in town; enforced change of government (to democratic council); regular feature of public display of terms in Athens and allied town
- Difficult to read terms at Miletus but seem basically similar to Erythrai: assumed date of 450; possibly result of non- (or late-?) payment of tribute?; seems that a garrison was placed there and a system of fines adopted for defaulters; difficult to assess political reasons for action
- Kolophon again has (as first point mentioned) setting up of terms in public; noted that Kolophon failed to pay tribute after 450; similar forms of words to other oaths (though promises to 'love' Athenian people, and 'not to subvert democracy'); as with others, failure to keep oath is to bring destruction on self & family.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

- 06 What events led directly to the calling of the Debate at Camarina? Make two points.**

Two from: Sicilian expedition (1) / Athenians intending to launch attack on Syracuse (1) / Syracusans burnt Athenian camp at Catania (1) / Athenians sent representatives to Camarina seeking support(1) / Syracusans sent their own delegation to head off Athenian mission (1)

(2 marks)

- 07 In the rest of his speech which follows the extract in Passage C, what does Hermocrates suggest were the 'real intentions' (line 6) of the Athenians in seeking help from Camarina? Make three points.**

Three from: to gain Leontini (1) / to set up new empire in Sicily (1) / enslave Sicilians (1) / to conquer Sicily by using 'divide & rule' tactics **or** to weaken Syracuse as a prelude to conquering Sicily (1) / to suggest that Syracuse is the real enemy of Camarina (1) / open up trade routes to west (1)

(3 marks)

- 08 From your reading of Passages C and D, how different is the attitude of Hermocrates from that of Euphemus in his approach to the people of Camarina? Support your answer by reference to both passages.**

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

- **Syracusans:** *appeasing tone:* suggesting Camarinaeans have courage ('not ... afraid ... Athenians ... could frighten you'); casting doubt however on their judgement ('fear ... they might convince you ...'); suggesting unity of purpose / patriotic appeal ('we all have a suspicion of ... their real intentions')
- **Athenians:** *more confrontational tone:* stating own motives from position of moral superiority ('we come as liberators'); stressing defensive nature of mission ('we are forced to intervene'); suggestion Camarina is minor problem to them ('on our guard in many directions'); no attempt to build up Camarinaeans' position ('you... who are being oppressed'); stern ('it is not for you...'); not brooking any discussion ('... to make us change our ways')
- **In common:** both put the other side forward as common enemy: Syracusans – 'we all have a suspicion ...'; Athenians – 'you ... are being oppressed'.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

09 How far do you think that Athenian ambitions in Sicily led to the collapse of their empire?

You might include discussion of

- *the reasons why the Sicilian expedition failed*
- *the extent of the allies' discontent after the Sicilian expedition*
- *the roles of Sparta and Persia in the collapse of the Athenian empire*
- *weaknesses in Athenian leadership.*

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

- Ambitions in Sicily as factors in collapse: Athenian over-ambition under guise of 'aiding allies' (argument already exposed as duplicitous elsewhere); issue of motive as revealed by Debate at Camarina: **Syracuse**: warning to Camarina about Athenian imperial ambitions in Sicily; example given of deterioration of Greek allies' conditions ('substituting Athenian empire for Persian empire'); appeal to national unity & challenge to Camarina's pride (don't sit on fence 'out of cowardice'). **Athens**: admission acting in self-interest ('own security' is reason for expedition); suggestion that a strong Athens = a weak Syracuse (hence security from Camarina); admission aim in freeing of Leontini was just to be a 'source of irritation to Syracuse'; criticism of Camarina for calling for help, then being scared by the response
- problems re conduct of expedition as factors in collapse; early divisions in Athenian leadership; prosecution of Alcibiades at start of expedition meaning problems for command structure; Nicias unwilling leader; involvement of Sparta (see below); alienating of Sicilian allies by arrogant approach (as shown at Camarina); unanswered requests for reinforcements from home (issue re efficiency of democracy?); problems after expedition: dreadful end to expedition – humiliation & loss of entire force; very difficult to recover from loss of manpower & especially morale
- allies' lack of support for Athens after Sicily as factors in collapse: allies frustrated over long period of time by replacing of 'alliance' with imposition of Athenian Empire; hints as early as 454 – transfer of treasury to Athens; confirmed by increasingly arrogant attitude towards allies – e.g. Debate at Mytilene in 428; further evidence from Melian Dialogue in 418; general refusal therefore of allies to come to aid of Athens after failure through loss of respect (and lack of fear)
- stirring up of Sparta by Athens before Sicilian expedition with actions leading to war, 431-421; actions which brought Sparta into action during expedition; Alcibiades involvement in bringing Gylippus into the action (end of early Athenian domination; signs that Athenian fleet no longer unbeatable); opportunity for Sparta to be seen as saviour by other Greeks at end of campaign; return of Persia to fray from 411 as direct result of perceived weakness of Athens after Sicilian expedition; loss of Euboea in 411 showed Athenian fleet no longer the force it was; return of Alcibiades improved things somewhat & stalemate arose; Athenian rejection of Spartan peace offer led to final defeat by Sparta & end of empire
- weakness in Athenian leadership as reflected in above points.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

Option C

- 10 *'Fear of Persia was our chief motive, though afterwards we thought, too, of our own interest.'*

To what extent is a change of motive revealed by Athens' behaviour towards her allies from the siege of Eion in 476 BC to the transfer of the treasury in 454?

You might include discussion of

- *actions against Persia*
- *other actions by Athens and the League*
- *the treatment of allies wishing to leave the League*
- *Sparta's role in changing Athens' motivation*
- *the effects of the Egypt campaign.*

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

- Initially Delian League defensive organization versus Persia. All members independent, paying tribute into central fund held on Delos
- Ruthless tactics of Athens initially against Persian interests, e.g. Eion, 476; or threats to allies, e.g. Scyros (pirate base)
- Carystos episode of 472 shows change of motive; potentially hostile city close to Athens forced to join League as insurance to Athens
- 469 Naxos – first attempted resignation, prevented by Athenian attack; first technical breaking of League's constitution, clearly for self-interest; Naxos loses autonomy
- Persian threat still a motive; Athenian-led land & sea victory in Pamphylia clearly aimed at reducing Persian influence
- 465 second revolt of 'ally' – Thasos; savage terms imposed on Thasians showing increasing Athenian selfish motivation
- Sparta still happy to regard Athens as ally at this stage; Athenian help sought to solve Ithome revolt; **but** Spartan realisation that Athenian power now to be feared, leading to dismissal of Athenian help; Athens driven to increase policy of self-interest (alliance with anti-Spartan Argos)
- Persian motive reasserted by answering call by Egypt seeking help to revolt from Persia; six years of war end in disaster for allies; coupled with increasing tensions in Greece, causes Athens temporarily to abandon her Persian aims and settle for establishing her own interests in Greece
- 454 treasury moved to Athens for own use; focus on war with another rebel, Aegina. Corinth and Epidaurus stand up for Aegina; eventually Athens subdues Aegina but anti-Athenian alliance growing; Athens' self-interest now matter of self-preservation.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D**11 To what extent do the Athenian speeches which you have read show a consistent belief that Athens was 'naturally superior' to other cities?****You might include discussion of**

- **the attitude of the Athenian representatives at the Debate at Sparta**
- **the comments of Pericles in his speech against making peace with Sparta**
- **the arguments of Cleon and Diodotus during the Mytilenian Debate**
- **speeches by the Athenian representatives during the Melian Dialogue**
- **Euphemus' speech during the Debate at Camarina.**

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

- Athenian contribution to the Debate at Sparta: not prepared to discuss accusations made against Athens; restatement of record against Persia and the great Athenian qualities – wealth, tactical awareness, courage; comment that the allies sought Athenian help, so shouldn't grumble about the form it takes; degree of threat: don't start a war you will lose
- Pericles' views expressed in the tough times of 430 on what it was to be an Athenian: great city with great reputation all must uphold; sea-power makes Athens the greatest force on earth; no need to submit to the wills of others; ancestors' reputations to keep up; should feel 'sense of superiority' over all others; may have been wrong to seize empire as did but would be more wrong to let it go; envy is something rulers have to put with; even if things are going wrong, don't admit it; courage & resignation to the will of the gods – the Athenian way
- Cleon's views on the confused nature of Athens during the Mytilenian debate: the Athenian Empire is a tyranny and is hated by its subjects as all tyrannies are; but as a democracy, Athens is struggling to govern as a tyranny would; she is in danger of becoming the worst form of government – that which makes rules, but is then too afraid to enforce them; in danger of delighting in speech-making for its own sake; clearly Mytilene deserves savage treatment for getting arrogant, a result of the over-kind treatment Athens as a democracy has meted out; kindness begets rebellion and it will set a bad example to other allies if Mytilene is treated leniently; pity, clever argument and decency have no place in an imperial power. Athens must choose to be either philanthropist or imperialist; it cannot be both
- Contrast / similarity between Cleon's views and those of Diodotus during the Mytilenian debate: disagreement with Cleon about the usefulness of debate, but agreement that all that counts is what is good for Athens – the Mytilenians are of themselves unimportant; does not agree with the 'stern punishment as deterrent' approach of Cleon; believes rebels given second chance will be easier to keep in line, while others will rebel more strongly if they see no hope if they lose; prevention better than cure; need to foster democracy in other cities not helped by punishing the innocent
- The responses of the Athenian delegate to the Council of the Melians: Athens cannot be bothered to discuss right & wrong or defend its imperial position; Athens is strong, Melos is weak; Melos should act accordingly and join Athens; Athens will not then be forced by self-interest to destroy her; as the strong one Athens cannot allow her allies to see weakness, which sparing Melos would show; Melos should not be fooled into thinking she may win or trust in divine help, Athens has full confidence in her gods – note her success to date; justice is a false hope, all should look first to self-preservation; by all means let Melos risk siding with Sparta – but no-one beats Athens

- Euphemus' reference to Athens as 'mother country' of her allies; 'we deserve the empire which we have'; difference in tone from some other speeches; Athens here seeking to placate.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Assessment Objectives Grid

Unit 2

Option D Athenian Imperialism

SECTION ONE

Either

		AO1	AO2	TOTAL
A	01	2		2
	02	1		1
	03	2		2
	04	5	5	10
	05	8	12	20
	TOTAL	18	17	35

Or

		AO1	AO2	TOTAL
B	06	2		2
	07	3		3
	08	5	5	10
	09	8	12	20
	TOTAL	18	17	35

SECTION TWO

Either

		AO1	AO2	TOTAL
C	10	12	18	30
	TOTAL	12	18	30

Or

		AO1	AO2	TOTAL
D	11	12	18	30
	TOTAL	12	18	30

OVERALL

	AO1	AO2	TOTAL
TOTAL	30	36	65
%	46%	54%	100%