



General Certificate of Education

Classical Civilisation 2020

CIV1B Athenian Democracy

Mark Scheme

2010 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<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 writes with 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 ONE

- 111** *What part had the Alcmeonid (Alcmaeonid) family played in the overthrow of the tyrant Hippias? Make two points.*

TWO of: stirred up trouble for most of time [1] led the exiles in opposition to Hippias [1] contracted to rebuild temple at Delphi [1] gained much money / through bribery [1] persuaded Pythia / priestess / (Delphic) oracle [1] to instruct Sparta / King Cleomenes to free Athens [1] after Hippias' reign became cruel / after Hipparchus' assassination [1]

(2 marks)

- 112** *Describe the circumstances in which Hippias was forced to leave Athens. Make three points.*

THREE of: King Cleomenes / Spartans invaded Attica / Athens [1] defeated Thessalians [1] besieged Hippias inside Pelasgic wall / on Acropolis [1] sons captured / taken hostage when tried to escape [1] Hippias agreed to leave in return for children's safety [1] within 5 days [1] Hippias hated because of his cruelty [1]

(3 marks)

- 120** *Judging from Aristotle's account, how important a part do you think the people played in Cleisthenes' eventual victory over Isagoras? Give the reasons for your views.*

Judgements may be supported by discussion of a range (but **not** necessarily all) of **e.g.** Cleisthenes won over support of people by promising them control of state to compensate for his loss of power to Isagoras in aristocratic political clubs; as a result of this increase in Cleisthenes' power, Isagoras felt it was necessary to call in foreign help in the form of King Cleomenes of Sparta, with whom he had friendly ties, and persuaded him to send the Alcmaeonids including Cleisthenes and 700 other Athenian families into exile on the pretext that they were accursed. But when he went on to try to dissolve the Council (*Boule* or Areopagos?) and put Isagoras in power with 300 of his supporters, the Council resisted and the people gathered in such large numbers that Cleomenes, Isagoras and supporters had to take refuge on Acropolis, where the people besieged them for 3 days until they let them go under truce. The people then recalled Cleisthenes, whom they saw as their champion because of his earlier promises and his family's reputation for opposition to the tyrants (although the people had not fared badly under the tyrants); people's opposition to Isagoras doubtless increased by his reliance on Spartan interference and the narrow oligarchy he was attempting to form; popular feeling was obviously running high but Cleisthenes cleverly exploited this for his own ends etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- 130 **'The main purpose of Cleisthenes' reforms was to prevent conflicts breaking out between nobles in the future.'** How far do you agree with this statement? Give the reasons for your views.

You might include discussion of

- **demes**
- **tribes**
- **the Council (Boule)**
- **generals (stratego)**
- **Aristotle's claim that Cleisthenes introduced ostracism**
- **what Cleisthenes did not change.**

Judgements may be supported by discussion of a range (but **not** necessarily all) of e.g.

- demes: conferred citizenship when legitimate males admitted to membership aged 18 and membership hereditary, so reduced aristocratic power over phratries and aristocratic patronage; provided local government with annual demarchs, assemblies, so influence of nobles over local affairs reduced; these local institutions provided opportunities for political experience which would give non-nobles greater confidence and expertise at *polis* level, reducing noble power nationally; demes made more cohesive by deme cults 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 through which nobles had exercised power and could organise opposition to other nobles' factions (though some suggestions of gerrymandering by Cleisthenes); new cults and military functions increased cohesion of new tribes, loyalty of which would be to state, not locality / prominent local family; basis for *Boule*, *stratego* etc.; treated Attica as single political entity and made it more difficult for any individual to seize power etc.
- Council (*Boule*) of 500: open to all over 30 except *thetes*; probably selected by lot (no advantage to wealthy); service for one year; re-appointment permitted once but not in consecutive years, so large number of participants, making it very difficult for any individual to take power; *prytaneis* (if set up by Cleisthenes) ensured constant supervisory body in Athens, changing monthly in order determined by lot, with *epistates* changing daily; 50 *bouleutai* per new tribe so *Boule* representative of all Attica rather than one interest group / faction; important role in preparing agenda for *ekklesia*, thus increasing importance of *ekklesia* which became a forum for the resolution of conflicts between individuals decided by vote of the people etc.
- generals (*stratego*): 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 so power always subject to restriction; officials of state as whole rather than leaders of geographical faction / particular interest group etc.
- ostracism: potential for one political leader to be exiled for 10 years by vote of the people subject to quorum of 6000; weapon against tyranny; principle of accountability to people, who had to work collectively to achieve result; provided legitimised safety valve rather than factional in-fighting etc.
- archons elected from *pentacosiomedimnoi* and ? *hippeis* continued to be chief officials; Areopagos of ex-archons serving for life continued to provide collective upper-class guardianship over constitution etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

211 What is the status of Xanthias and Sosias?

slaves / servants / guards [1]

(1 mark)

212 'I'd better tell the audience what this is all about' (line 27). What is the situation concerning Bdelycleon and Philocleon that Xanthias goes on to describe? Make four points.

FOUR of: Philocleon is Bdelycleon's father [1] Bdelycleon asleep on roof [1] has ordered slaves to guard Philocleon / keep him locked inside / stop him escaping [1] because Philocleon is 'trialophile' [1] yearns to sit on jury [1] never sleeps at night [1] (or if does) wakes up with thumb and fingers glued together as if clutching voting pebble [1] writes graffiti about voting [1] joins queue at court very early [1] very harsh [1] keeps voting pebbles inside house [1] Bdelycleon's talking to father has had no effect [1] nor have purification rites [1] nor sending him to Aegina / island [1] Bdelycleon has had to block drains / chimneys to prevent his escape [1] and cover whole house with netting [1] etc. (allow 1 mark for 'irrational' instead of details)

(4 marks)

220 How successfully does Aristophanes engage the audience's interest in the passage? Give the reasons for your views and support them with details from the passage.

Judgements may be supported by discussion of a range (but **not** necessarily all) of e.g.

- audience being kept in dark / suspense about what play is about
- with variation on standard joke about Cleonymus dropping shield, sexual double entendre ('man losing his equipment') perhaps extended in performance with 'mine was a big one'
- mockery of citizens at assembly (i.e. audience) described as sheep stupidly listening to predatory creature
- caricature of Cleon (though not named) with standard jokes that he was grasping and ranted with the absurd combined images of whale-like appearance and sow-like sound, followed by stock joke about Cleon's source of wealth (tanning) with exaggerated reaction to the imagined stench and then vivid description of a revolting activity the trade might entail (weighing out bits of fat) looking back to his alleged greed and pun in 'body politic' (demos = people / lard)
- another stock joke ridiculing Theorus' sycophancy with image of him as scavenging raven
- mimicry of Alcibiades' lisp / lambdacism and absurdity that flamboyant aristocrat Alcibiades would talk to a Sosias
- absurdity / stupidity / incomprehensibility of Xanthias' interpretation and irony of Sosias' reply, with 2 obols perhaps suggesting meanness as Cleon had raised jury pay to 3 obols
- then at last Xanthias turns to address audience to put them out of their bafflement etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

230 *In the rest of Wasps, to what extent does Aristophanes make fun of the Athenian democracy and its political leaders and to what extent does he have other comic targets? Give the reasons for your views.*

You might include discussion of

- *the portrayal of Philocleon and Bdelycleon*
- *the chorus*
- *particular leaders who are mocked*
- *the use Aristophanes makes of particular procedures of the Athenian democracy*
- *other sources of humour.*

Judgements may be supported by discussion of a range (but **not** necessarily all) of **e.g.**

- Philocleon and Bdelycleon: comic role-reversal of father-son relationship; comic exaggeration of Philocleon's ludicrously obsessive vindictiveness in courts; indulges in clowning, repartee with sudden switches from loveable to revolting and extraordinary inventiveness to suit requirements of immediate comic sketch rather than as a serious portrayal of an Athenian citizen; comic reversal from vicious juror to gullible buffoon who acquits dog as a result of pseudo-emotional appeal to abandoned, irresponsible, anti-social reveller with no regard for law etc.; in argument with Philocleon, Bdelycleon uses Cleon-style rhetoric with arguments based on Philocleon's self-interest rather than any loftier principles etc.
- chorus: exaggerated caricature of 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 verdict, in the thrall of Cleon, but despite their belief in their alertness easily fooled etc.
- particular leaders: Cleon highlighted in passage, but Xanthias goes on to say Aristophanes does not intend to make mincemeat of him this time, though main characters named in relation to him; in argument with Philocleon Bdelycleon attacks greed and deceit of 'this gang of demagogues' rather than naming Cleon in particular playing on general Athenian fear of corruption, but in trial Dog from Cydathenaeum = Cleon accusing another dog Labes = Laches on immoral grounds that did not share stolen cheese; in parabasis more cartoon images as in passage (jag-toothed monster, surrounded by sycophantic flatterers, voice like destructive torrent, appalling stench, with some implication that supporters not true Athenians (standard attack) and conducting reign of terror); ridicule of Cleon at symposium; Aristophanes himself takes on Cleon's rhetoric as the People's Protector, etc.
- particular procedures: trial is an absurd clowning parody of the rigmarole of legal procedure and jurors' behaviour and attitudes, getting audience to laugh at itself on its day off etc.
- other sources of humour: much of later part of play devoted to mocking social mores and spins off with Philocleon's alcohol-fuelled sex-crazed anarchy and spectacle of 'Dance of the Crabs' finale etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

300 *'Solon's reforms caused more problems than they solved.'* To what extent do you agree with this judgement? Give the reasons for your views.

You might include discussion of

- *the problems in Attica before Solon's reforms*
- *how successful Solon's measures on debt were*
- *the effects of his changes to the classes*
- *the reforms he made to the laws*
- *the principles he established by introducing third-party redress and the right of appeal*
- *the reasons for what happened after Solon left Athens.*

Judgements may be supported by discussion of a range (but **not** necessarily all) of e.g.

- problems: poverty caused by poor land / harvests; all land under control of nobles; *hektemoroi* / sixth-parters had to pay one-sixth of produce to landlord; all loans on security of person so failure to repay led to slavery; poor had no part in constitution or legal process etc.
- debt: *seisachtheia* abolished *hektemoroi*, removed humiliating *horoi*, retrospectively abolished *epi somati* loans so immediately cancelled some of poor's grievances, gave fresh start economically to poor, peasants owned land outright, established principle that no Athenian could legally be compelled to work for another etc. but did not redistribute land as poor demanded so did not address underlying economic problems, provided only temporary alleviation, perhaps made loans more difficult to obtain because poor had no other collateral; anger of those who had lost in abolition of loans etc.; but established fundamental right that citizenship could not be taken away because of economic hardship, established clear distinction between status of citizens and slaves which gave a basis for creation of new classes with right of *thetes* to attend assembly guaranteeing some political rights etc.; other measures by Solon to improve economy e.g. banning export of agricultural produce except olive oil etc.
- classes: political duties and opportunities based on agricultural wealth rather than birth; in short term little change to membership of archons and Areopagos whose powers remained wide-ranging but principle of widening participation established and possibly opportunities to move up classes over time etc.
- laws: abolition of harsh Draconian laws except for law on homicide and publication of new fairer, less arbitrary laws with punishments more appropriate to crime on *axones* / *kurbeis* in agora provided more just system which went some way to addressing grievances of poor 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 whole community and so made justice a *polis* matter rather than a purely personal one, gave more protection to the poor and gave greater access to the judicial process to the poor etc.
- introduction of right of appeal against decision of archon established right 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, seen by Aristotle as particularly important etc.

- reactions and remaining problems: much dissatisfaction because nobles thought Solon had gone too far, the poor not far enough; Solon left Athens; although Solon had established some important principles, main power still with nobles who exerted influence over poor by means of clans, which Solon did not change; problems over archonship – *anarchia* and Damasias' attempt at tyranny – so Solon's intended *eunomia* not achieved; emergence of 3 rival groups with geographical basis centred on leadership of a noble family, poor and those with most grievances attaching themselves to Peisistratus, eventually leading to his seizing power as tyrant, a situation which Solon had sought to avoid etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

400 *To what extent do you think that, after the reforms of Ephialtes and Pericles, the poor had more power in Athens than the noble and the rich? Give the reasons for your views.*

You might include discussion of

- *the Assembly (Ekklesia)*
- *the Council (Boule)*
- *the law courts (dikasteria)*
- *the generals (stratego)*
- *archons and the Areopagos*
- *pay*
- *liturgies*
- *the views expressed in Wasps and in The Constitution of the Athenians, ascribed to Xenophon the Orator (The Old Oligarch).*

Judgements may be supported by discussion of a range (but **not** necessarily all) of e.g.

- Assembly (*Ekklesia*): open to all citizens over 18 to speak (though more likely rich / educated) and vote; passed all legislation, though at some point became potentially subject to *dikasteria* through *graphe paranomon*; difficulties for poor in attending, especially those living further from Athens, for those serving on triremes etc. but possibly greater attendance by poor during Spartan invasions of Attica when inhabitants within Long Walls etc.
- Council (*Boule*): annual office (restriction on serving twice) open to *zeugitai*, though theoretically not *thetes*; provided agenda for *ekklesia* (no evidence of conflict over this; apparently *ekklesia* could ask for item to be put on agenda and items could be topic for discussion rather than specific motion, which in any case could be amended / overturned); system of *prytaneis* and daily meetings meant task not really practicable for poor despite pay; in effect sub-committee of *ekklesia* to ensure people's will carried out rather than decision-making body etc.
- law courts (*dikasteria*): juries open to all over 30 and attractive to poor after Pericles' introduction of pay (2 obols, raised by Cleon to 3); potentially exercised considerable political power with no right of appeal, but juries could be swayed by oratory of rich / educated and appeals to extravagant performance of liturgies etc; *graphe paranomon* effectively made courts guardian of constitution etc.
- generals (*stratego*) annual appointments, usually *pentacosimedimnoi*, directly elected, not paid, unlimited re-election possible but accountable to *ekklesia*, constant risk of prosecution in *dikasteria*, with serious penalties etc.
- archons and Areopagos: Ephialtes' reforms stripped Areopagos of all political power, which distributed among *ekklesia*, *Boule* and *dikasteria*; archons now administrative officials, Areopagos homicide court etc.

- pay compensated for time off work but insufficient to make a living; views on and attitudes towards pay in *Wasps* etc.
- liturgies: rich took pride in performing liturgies, many contributed more than minimum and used this as argument to persuade of their patriotism in *ekklisia* and *dikasteria*; means by which rich could influence poor, but also means of redistributing wealth etc.
- views of sources: e.g. gullibility of people mocked in *Wasps*; *Old Oligarch's* view that poor would naturally act in their own self-interest in a democracy 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
111	2	-	2
112	3	-	3
120	5	5	10
130	8	12	20
TOTAL	18	17	35

Or

	AO1	AO2	TOTAL
211	1	-	1
212	4	-	4
220	5	5	10
230	8	12	20
TOTAL	18	17	35

SECTION TWO**Either**

	AO1	AO2	TOTAL
300	12	18	30
TOTAL	12	18	30

Or

	AO1	AO2	TOTAL
400	12	18	30
TOTAL	12	18	30

OVERALL

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