



**General Certificate of Education
June 2010**

Classical Civilisation

CIV2D

Athenian Imperialism

Unit 2D

Final

Mark Scheme

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 2D Athenian Imperialism

SECTION ONE

Option A

01 Give two reasons for the allies' 'dislike of Pausanias' (lines 1-2).

Two from: his arrogant behaviour (1) / poor **or** dictatorial leadership (1) / summoned to court in Sparta (1) / charged with injustices (1) / and conspiring with Persians (1)
(2 marks)

02 Why was Athens in a strong position to take over the leadership of the alliance at this time? Give three reasons.

Three from: perceived as heroes (1) / for victories over Persia (1) / had great navy (1) / had respected leaders (1) e.g. Themistocles (1) / and Cimon (1) / favoured to take over by Sparta (1) / not seen as threat by allies (1) / nobody else to do it (1) / convenient geographical position (1)
(3 marks)

03 From the information in the passage above and events up to the revolt of Naxos in 469 BC, how well were the allies treated in the early years of the alliance? Give reasons for your views.

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

From the passage:

- got the leadership they wanted ('glad to see her do so')
- appear content to pay towards defeating Persia
- also happy to recompense Athens (so tribute more a joint paying of expenses than punitive taxation at this point)
- suggestion at least of independence of treasurers (name 'Hellenic' suggests this; ditto location in neutral setting of Delos)
- holding of representative meetings also indicates degree of equality ('general congress').

From later events:

- siege of Eion – good as confirming purpose to drive out Persians & supporters
- enslavement of Scyros – no Persian involvement but generally approved of by allies as ridding them of threat of piracy
- forcing of Carystus to join league; justified by Athens as might have collaborated with Persia
- revolt of Naxos – removal of autonomy (and possibly fleet); appears to have become a tribute-paying subject.

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

04 To what extent did Athenian actions between 469 and 454 BC transform a league of allies into an Athenian Empire?

You might include discussion of

- *the significance of the battles of Eurymedon*
- *the cause of, and the response to, the revolt of Thasos (465 BC)*
- *Athenian involvement in Egypt*
- *how far changes in Athens' relationship with Sparta affected Athens' attitude towards her allies*
- *increasing power of the Athenian fleet*
- *the move of the treasury in 454 BC.*

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

- the situation in 469 (appearance of genuine collaborative anti-Persian league)
- factor in this - Cimon as leader in early days: pro-Spartan views (so no stresses caused by rivalry) and popular with allies as using League for anti-Persia and general policing purposes (although possible concerns of allies re recent treatment of Naxos?)
- still main focus on Persians; League under Cimon cleared coast of Asia Minor of Persians at Eurymedon in 468; 'most costly campaign of League'; **turning point**: spoils used for mainly Athenian purposes (to rebuild Acropolis Walls and start Long Walls); also ended major Persian resistance bringing into question need for League
- revolt of Thasos 465: powerful state coming into conflict with 'partner' Athens re gold and trade; announced was leaving league; important as siege brought Sparta into conflict; Thasians harshly treated at end (navy confiscated, walls demolished, mint closed etc.)
- Spartans & Athenians fell out again over siege of Ithome; disputes between Cimon's conservative approach and the rising democrats in Athens re future direction
- use of League's resources in Egypt from 460 (causing great stress to allies' resources as soundly defeated) plus drawing in of Megara to League (causing stress in Corinth & Sparta) continued the polarization
- problems re Athenian attack on Aegina 457; those league members supporting the defeated Aegina were reduced to subject status
- conflict between League and Sparta at Tanagra (457) suggests purpose of League changing into anti-Sparta federation
- key year of 454 final defeat in Egypt leading to removal of treasury to Athens, finances totally in Athenian hands; possible to argue League is now Athenian Empire.

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

- 05 What were the circumstances in 430 BC in which Pericles delivered his speech? Make three points.**

Three from: At war with Sparta (1) / Peloponnesians had just invaded (1) / for a second time (1) / under Spartan leadership (1) / plague had broken out in Athens (1) / failure to capture Potidaea (1) / despair / unrest in Athens (1) pleas to make peace with Sparta (1) / criticism of Pericles (1)

(3 marks)

- 06 Give two of the qualities which Thucydides believed Pericles had as a leader.**

Two from: noble birth (1) / intelligent (1) / known integrity (1) / wise leader (1) / showed foresight (1) / no bad motives (1) / straight-speaker (1)

Credit any variants in the above.

(2 marks)

- 07 What do you think were the main reasons why the Athenians became involved in Sicily?**

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

- following Peace of Nicias in 421 BC Athens had time to regroup and plan new strategy, also to consider further expansion to her empire
- Athenian speeches at Melos in 416/5 showed her desperation to keep her empire by whatever means necessary: (credit for relevant details from speeches, e.g. dismissal of Sparta as threat to Athens; disdain for rights of theoretically neutral/independent states; determination not to show any 'sign of weakness'; particular concern about threats from 'islands' – clear relevance to Sicily)
- Athens had existing treaty with Egesta which was now at war with Selinunte; Egestaeans requested Athenian support – good pretext for a more general invasion
- Egestaeans reminded Athens that Syracuse was supporting Selinunte; if Egesta lost, a Sicilian contingent under Syracuse (former Peloponnesian colony) might well support Peloponnesians in renewed war against Athens
- Egesta sent cash to provide ships and convinced Athens that a mission could be funded from wealth to be found in Sicilian treasuries; Athens would also be attracted to Sicilian wealth in a general sense – e.g. grain and other natural resources
- debate in Athens made clear Alcibiades' youthful optimism favoured invasion, (pointing out duty to Egesta and key point re need to keep expanding empire to ensure its survival) - despite Nicias' warning that any expedition would involve taking eye off main enemy, Sparta (as well as taking eye off too many other 'allies' needing watching; difficulty of managing such a big & distant ally, even if successful, etc.)

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

08 How difficult was it for Athens to keep control of her empire between the end of the Sicilian expedition and 404 BC? Give the reasons for your views.

You might include discussion of

- *the effects of the Sicilian expedition*
- *Athenian resources after the defeat in Sicily*
- *the quality of Athenian leaders*
- *the extent of allied revolts*
- *the behaviour of Sparta*
- *the involvement of Persia.*

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

- *effects of Sicilian expedition:* loss of men and equipment; self-belief in Athens badly hit; initial panic and defeatism; opposite effect on morale among Athens' 'allies', seeing her as no longer impregnable; similar lift to Spartan hopes, encouraged by her part in Sicily; Spartans quickly took opportunity to occupy Decelea, blockading Athens and cutting her off from her silver-mines
- *Athenian resources:* destruction of fleet a key issue (main means of preserving empire to this point); ships could be replaced (using 1000 talents reserve fund secreted by Pericles) but the skilled, experienced men to sail them were lost; Athenian treasury much depleted by Sicily; post-war blockade made Athens dependent on seaborne trade for food (fortifying of Sunium to ensure security of corn ships); need for strict economic restrictions in the city; fleet restored up to a point
- *Athenian leadership:* problems in Sicily between youthful arrogance of Alcibiades and more conservative approach of Nicias; immediate response to defeat in Sicily - board of 10 (Probouloi) older men in charge; Alcibiades in Sparta advising on tactics to finish off Athens (e.g. Decelea project); after his defection to Persia (411) Athens installed oligarchy to support his return (with Persian support) against Sparta - Council of 400; but Alcibiades, now back with the Athenian fleet in Samos, urged revolt & the oligarchs fled; full democracy restored in 410; great turmoil in leadership at crucial time
- *extent of allied revolts:* Athenian empire already unhappy: defeat in Sicily gave further impetus to allies to attempt withdrawal; rush of defections to Sparta in 412/411 - Euboea, then Lesbos; Chios & Erythraea followed; all supported by Sparta (aided by Alcibiades' involvement on Spartan side); threat to use Chian ships against Athens but Sparta failed to press home; revolt of Miletus coincided with official alliance between Persians & Spartans (giving Persia back Greek cities in Asia Minor). BUT strengthening of her alliance with Samos allowed Athens to recover Lesbos and attack Chios
- *behaviour of Sparta:* by 410 balance sufficiently restored for Sparta to sue for peace; key point: Athenian over-confidence prevented her accepting; ditto after Athenian victory at Arginusae in 406 - last chance of keeping Empire); final defeat in 405 at Aegospotami ended war & effectively the Athenian Empire (one of peace terms of 404 was loss of all her foreign territories)
- *Persian involvement:* 411 2 Persian Satraps made alliance with Sparta to cash in on defection by Athenian allies; planned to join Sparta & defecting allies in coordinated action against Athens, but Alcibiades (now defected from Sparta) persuaded Persians to stand back while Athens & Sparta wore each other down; Persia only involved after Cyrus put in charge of fleet; 408 victory of Cyrus & Spartan Lysander over Athens under Alcibiades seriously weakened Athenian fleet.

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

Option C

- 09 ***To what extent were the Athenians responsible for problems in their dealings with their allies between 454 and 432 BC? Refer to the inscriptions in The Athenian Empire which you have read and to Thucydides' account of events between 454 and 432 BC.***

You might include discussion of

- ***political events between 454 and 432 BC***
- ***Athens' attitude towards her allies and others during these years***
- ***Athens' relations with Khalkis, Erythrai, Miletos and Kolophon***
- ***what the Kleinias and Coinage Decrees suggest about Athens' behaviour.***

Answers suggesting Athens was or was not responsible for her position may include discussion of a range (but not necessarily all) of e.g.

- *political events*: death of Cimon (pro peace with Sparta); new radical democracy in Athens (Pericles main mover); peace with Persia 448 BC; end of ostensible reason for alliance; attempt by Pericles in 448 to set up Panhellenic conference in Athens - rebuffed by Sparta among others; gradual drifting into war followed; strong action against Boeotians in 448-7, enslaving inhabitants of Chaeroneia, **but** then defeated by grouping of dissident members who regained independence as result; Megara and Euboea revolted (447-6), leading Peloponnesians to strike while Athens distracted; mixed results of rebellions; Athens agreed 30 years truce in 445, but terms included giving up territories; c. 439 Athens intervened in dispute between Samos & Miletus over Priene & installed democracy in Samos; led to Persian-led revolt of Samians; defeated by Athens but only after costly (in men & ships) struggle; 439-432 – uneasy truce with Sparta but increasing conflict with Corinth over democracy v oligarchy issues coming to head over Potidaea; led to Debate at Sparta and subsequent declaration of war.
- *attitude to allies*: what changes of 454 reveal (particularly Athenian take over of all financial matters); early abandonment of allied council meetings (late 450s); 448 – new Athenian leadership - antipathy towards non-democratic allies; rise of Pericles; issuing of decrees applying to individual allies; greater control by Athens; failure to quash 448-6 revolts led to intervention of Sparta in support of allies **and** imposition of tougher terms on remaining allies (see inscriptions below); period of relative calm re alliance until problem over Potidaea (433) – Corinthian colony but also member of League: Athenian aggression (through fear of Corinthian ambitions) led to strong demands on Potidaeans to expel her Corinthian magistrates; after fruitless appeal to Athens Potidaea rebelled; joined by other local cities; Athens attacked leading to Corinth's appeal to Sparta at Debate of 432.
- *Khalkis, Erythrai etc*: adds detail to issues inferred from Thucydides; details of oaths demanded from four ally cities caught up in dissension of late 450s – mid 440s: **Khalkis**: citizens to be allies; Athens 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. **Erythrai**: following threat of rebellion, made to swear oath to defend Athens and her allies; not to rebel or assist other rebels; again promise to 'obey' Athens; Athenian garrison to be stationed in town; enforced change of government to democratic council; public display of terms in Athens and Erythrai. **Miletus**: (probably 450?): seems failed to pay tribute: garrison placed in city and fines charged for defaulting. **Kolophon**: again failed to pay tribute after 450; made to promise to 'love' Athenian people, and 'not to subvert democracy' ; terms displayed in public; failure to keep oath to bring destruction on self & family; credit for working these details (and others) into arguments arising from Thucydides.

- **Kleinias/Coinage Decrees**: adds detail to issues re tribute mentioned in Thucydides: **Kleinias Decree**: (assumed 440s): presumed response to difficulties in collecting tribute; 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. **Coinage Decree**: (debate over date – possibly 440s); removes rights of independent states to mint own coinage; adds list of punishments for offenders (loss of civil rights & property); enforces use of Athenian coinage; full details of decrees to be displayed in public; again credit for integrating into main argument.

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

- 10 ***The Corinthian spokesman at the Allied Congress at Sparta in 432 BC called Athens 'a dictator state'. To what extent do Athenian speakers in Thucydides support this opinion? Refer to the speeches made by Athenian representatives between 432 and 427 BC which you have read.***

You might include discussion of

- ***why the Corinthian spokesman made this comment and what he meant***
- ***what the Athenians said at the Debate at Sparta in 432 BC***
- ***Pericles' speech to the Athenian Assembly in 430 BC***
- ***Cleon's speech in the Mytilenian Debate of 427 BC***
- ***Diodotus' speech in the Mytilenian Debate.***

Answers suggesting Athens does or does not show herself as a 'dictator state' may include discussion of a range (but not necessarily all) of e.g.

- ***Congress at Sparta***: background: perceived Athenian aggression over Corcyra/Potidaea; Corinthians accuse Athenians of cutting off trade opportunities for other cities, of general aggression; no choice but to build up navy to match hers; opportunities offered by lack of support for Athens from her allies 'bringing in contributions to maintain their own slavery'; chance to foment rebellion among unwilling allies; suggestion that Sparta by being slow to act has allowed Athens to set self up as 'dictator state'; need for united resistance; subtext of dangers of democratic form of government; mission to

liberate 'Hellenes who are enslaved'.

- *Debate at Sparta: Athenian response:* (to Corinthian criticisms): not prepared to answer specific charges; did not regard Spartan assembly as having any jurisdiction over such matters; stressed the Athenian sacrifice during Persian Wars; warned re 'sort of city you will have to fight against'; claimed Spartans were initially little help re Persians; said their empire was not achieved by force but by request of allies; that when the Spartans became hostile, that made the Athenians keep their allies on board, by force if necessary; summarise their motives as 'security, honour & self-interest'; they are 'worthy of their power'; claim that they provided 'impartial courts' in Athens to try miscreant allies; allies aren't 'grateful for all the advantages' Athens has given them; it was 'worse under Persians'; Spartans lucky to have gained goodwill gained from others 'being afraid of us'; closing warning to Sparta not to start a war without realizing they will lose; credit for using these points (and/or others) to illuminate issues directly relating to 'tyranny'.
- *Mytilenian Debate:* interesting contrast on surface between Cleon & Diodotus:
Cleon: compassion for allies is a weakness; empire is a tyranny so allies bound to hate Athens; superior strength is the key, not goodwill; don't go back on mistakes (better to get it wrong and stick it out); Mytilene has harmed us; need for instant harsh reprisals; too many Athenians fond of clever speech-making; it's not as if Mytilenians had a reason to rebel; they grew arrogant because we have been too easy with them; if we don't hit them hard others will follow their example; no room for compassion; going easy on them would suggest our guilt at setting up empire; teach them a lesson.
Diodotus: nothing wrong with proper debate before reaching decision and 'ought to prove case in fair argument'; should not have to tell lies if argument is a good one; sounds democratic (but does this tendency extend to allies? next section significant); any decision must be in best interests of Athens; will destroying Mytilene achieve this?; not a question of their guilt but whether this is right decision for Athens; death penalty is not always a deterrent to others; perhaps it would be better to persuade them back into line?; moderation now may bring us long-term advantage; need for Athenian democracy to keep other democracies on board.
decision: Diodotus' views won the day; could suggest tendency towards clemency (but credit for examining his motives – are they significantly less tyrannical than fairly clear motives of Cleon?).

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Assessment Objectives Grid
Unit 2D Athenian Imperialism

SECTION ONE

Either

Option A

	AO1	AO2	TOTAL
01	2	0	2
02	3	0	3
03	5	5	10
04	8	12	20
TOTAL	18	17	35

Or

Option B

	AO1	AO2	TOTAL
05	3	0	3
06	2	0	2
07	5	5	10
08	8	12	20
TOTAL	18	17	35

SECTION TWO

Either

Option C

	AO1	AO2	TOTAL
09	12	18	30
TOTAL	12	18	30

Or

Option D

	AO1	AO2	TOTAL
10	12	18	30
TOTAL	12	18	30

OVERALL

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