



**General Certificate of Education
January 2012**

Classical Civilisation 1021

Athenian Democracy

AS Unit 1B

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 students' 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 students' 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 student 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 students after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Students 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 student'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 writes with 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

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Mark Scheme
Unit 1B Athenian Democracy

Section 1

Option A

01 What official position did Solon hold in Athens?

(eponymous) archon / mediator [1]

(1 mark)

02 Identify the two parties in dispute before Solon's reforms and give one thing each party expected Solon to do.

rich / nobles / notables / aristocrats / Eupatridae [1] restore their former power / prestige / end crisis / prevent tyranny [1] poor / *thetes* [1] redistribute land / free them from slavery / give some say in running of country / limit greed of ruling class [1] etc.

(4 marks)

03 How serious do you think the problems were before Solon's reforms? Give the reasons for your views and support them with details from Aristotle's account.

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

- politics / judicial process entirely in hands of Eupatridae, small number of elite families who owed their pre-eminent position to their birth (and wealth); poor had no part in decision-making and no systems to hold powerful families, who held annual archonships and then automatic life-membership of Areopagos, to account etc.
- Draconian laws excessively harsh and no means of redress etc.
- all land said to be 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; citizenship for the poor did not guarantee a fundamental right; all of which deeply resented by poor etc.
- problems perhaps exacerbated by succession of poor harvests, selling abroad by rich of basic foods in exchange for luxury goods
- Cylon's attempted tyranny etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

04 ‘Solon’s main aim was to create a wider ruling class which would govern in the interests of all Athenians.’

How far do you agree? Give the reasons for your views and support them with details from Aristotle’s account.

You might include discussion of

- **the qualifications for Solon’s new classes and their political significance**
- **third-party redress**
- **the right of appeal**
- **changes to the laws and how Solon publicised them**
- **the *seisachtheia* (Shaking-off of burdens)**
- **what Solon did not change.**

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

- political duties and opportunities to be based on agricultural wealth rather than birth; archonship and Areopagos open to slightly wider class of *pentacosiomedimnoi* (and perhaps *hippeis*) with probably little immediate change but possibility of widening membership over time and significant change in principle; right of poor to attend assembly guaranteed and so provided some say in political process etc.
- *seisachtheia* abolished *hektemoroi*, removed humiliating *horoi* and retrospectively abolished *epi somati* loans, so provided new start, presumably gave poor outright ownership of their land without formal obligation to rich landlord, created sense of community which depended on no citizen having his freedom curtailed by another in employer-employee relationship, established principles that no Athenian could be compelled to work for another and citizenship could not be taken away because of economic hardship and so provided check on power of rich; defined citizens as not-slaves and so encouraged ideology of equality among citizens despite differences in wealth, but did not redistribute land, so opportunity to move up classes and increase political participation severely limited etc.
- checks on power of ruling class provided by right of appeal against decision of archon in front of people in *heliaia* (*ekklesia* sitting as jury) establishing principle that magistrates not infallible and accountable to community as whole etc.
- third-party redress, which enabled any citizen who wanted to take legal action on behalf of someone who had been wronged / to prosecute crimes affecting whole community and so made justice a matter for the whole *polis* rather than a personal one, established *graphai* as means of dispute regulation / management, gave more protection to poor etc.
- abolition of harsh Draconian laws except homicide and publication on *axones* / *kurbeis* of fairer laws with punishments graduated to fit crime further restricted exercise of power arbitrarily by ruling class etc.
- ban on export of agricultural produce except olive oil and other economic measures improved economy and well-being of poor while restricting activities of ruling class which damaged community as whole etc.
- Solon’s poetry implies he was seeking to find a compromise which would enable the ruling class to govern the ‘worthless’ in the best way and so produce *eunomia*, but his reforms left dissatisfaction on both sides because neither thought he had gone far enough, and nobles still apparently able to exercise considerable influence over poor through clans, which Solon did not reform etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

05 ‘Inflicting lawsuits’ (line 21). Describe the trial of Labes in the scene before this passage. Give five details.

FIVE of e.g. took place in house [1] with potty [1] brazier [1] bowl of soup [1] cock [1] pig-pen [1] ladles as urns [1] opening prayer [1] Labes = dog [1] accused of stealing cheese [1] by another dog [1] = Cleon [1] whose complaint is that Labes did not share cheese [1] kitchen equipment as witnesses [1] Labes speechless [1] but Bdelycleon speaks in his defence [1] claiming that Dog of Cydathenaeum undeserving stop-at-home watchdog [1] brings in Labes’ puppies [1] and tricks Philocleon into acquitting Labes [1] at which Philocleon collapses (in mock-tragic fashion) [1] etc.

(5 marks)

06 How serious, or light-hearted, do you think Aristophanes is in this passage? Give the reasons for your views and support them with details from this passage.

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

- comes from point in centre of play (*parabasis*) in which Chorus steps out of role and addresses audience directly, (as elsewhere) making an appeal to the audience why Aristophanes deserves to win etc.
- in ludicrously exaggerated terms portrays Aristophanes as hero equal to Heracles engaged on one of his anti-monster Labours; ‘jag-toothed’ alludes to portrayal of Cerberus in poetry; ‘Cynna’ was apparently the name of a prostitute *femme fatale* but also chosen because name puns with Cleon’s nickname ‘the Dog’; in all, an incongruous mixture of abuse, (anti-)climaxing with the bizarre ‘unwashed balls’, producing a vividly graphic picture of a grotesque and implausible hybrid etc.
- references to Cleon’s ‘servile flatterers’, roaring voice, reign of terror in the lawcourts as elsewhere in *Wasps* – all reflect sensible fears about the way democratic systems intended to benefit the whole community might be corrupted by populist individuals acting in their own interest, but cumulative effect of such outrageous vitriol may seem to be comically unhinged rather than dealing a fatal attack on Cleon etc.
- Aristophanes portrays himself as defender of the people, just as Cleon is lampooned for doing etc.
- Aristophanes humorously carrying out democratic activity of holding political leader to account, but seems to have had little effect on Cleon’s popularity in the real world etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

07 *In the rest of Wasps, apart from the passage, to what extent do you think Aristophanes is seeking to expose ‘grievous ills’ (line 26) and to what extent is he just trying to entertain his audience? Give the reasons for your views and support them with details from the whole play.*

You might include discussion of

- *Aristophanes’ characterisation of the chorus*
- *the attitudes of Philocleon and the chorus towards jury-service and Cleon*
- *Bdelycleon’s treatment of Philocleon and the arguments he uses*
- *the significance of the trial*
- *the preparations for the drinking party and Philocleon’s subsequent behaviour*
- *the ending of the play.*

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

- main characters named in relation to Cleon, though Xanthias says will not be made mincemeat of this time – presumably not knowing Chorus Leader was going to deliver tirade of (mock) abuse in passage; odious absurd caricature in Sosias’ dream clearly refers to Cleon with stock joke of tanning (perhaps simply based on unpleasantness of manufacturing process rather than mockery of ‘new money’) etc.; but Bdelycleon in argument with Philocleon refers to gang of demagogues rather than Cleon in particular and allegations of corruption and insinuations of foreign birth standard features of political invective; as noted above, Aristophanes’ comedy plays on fears of misuse of democracy for personal gain – and keeping political leaders in check was part of the democratic ‘ideology’ – but it is not clear there were any actual ‘grievous ills’ to be exposed; Aristophanes’ playing on such fears is in itself a populist technique to win support etc.
- no evidence that mock trial refers to an actual one but provides a clowning *reductio ad absurdum* of the rigmarole of judicial procedure; mocks what could conceivably be the case but difficult to determine how much, if anything, referred to something that actually happened; as audience largely composed of citizens who themselves, if over 30, were eligible to serve on juries, they are largely being invited to laugh at themselves etc.
- this too in portrayal of the chorus as an exaggerated caricature of old farmers whose glory days at Marathon are long since past, not concerned with justice but only with pay and anything else they can get, in the thrall of Cleon and easily fooled despite their belief in their own alertness etc.
- later part of play abandons any overt political reference and mocks pretensions and taste for exotic foreign (even enemy) luxuries of the rich, in whose refined company recline the previously loathsomely described Cleon and cronies; this leads to comic reversal of Philocleon from obsessively vicious and vindictive juror to anti-social, binge-drinking, sex-crazed reveller with no regard for the courts, a peasant gone wild who anarchically threatens to destroy both upper-class decorum and the democratic rule of law etc.
- play ends with purely literary spoof etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

- 08 ***In promising and carrying out his reforms, to what extent do you think Cleisthenes was seeking his own advantage and to what extent was he aiming to benefit Athens as a whole? Give the reasons for your views.***

You might include discussion of

- ***the circumstances in which Cleisthenes came to power***
- ***changes to the demes***
- ***reform of the tribes***
- ***the Council (Boule) of 500***
- ***generals (strategoi)***
- ***ostracism***
- ***what Cleisthenes did not change***
- ***the consequences of the reforms for Cleisthenes and for Athens.***

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

- after expulsion of tyrant Hippias, Cleisthenes competing with Isagoras, another aristocrat but supporter of tyrants; when he lost power to Isagoras in aristocratic political clubs, he promised the people control of the state / more political power; when Isagoras called in Spartan king Cleomenes, he exiled Cleisthenes and other Alcmaeonids and tried to dissolve Council, but people besieged Isagoras and Cleomenes on Acropolis and recalled Cleisthenes etc.
- reorganisation of demes as basic unit of Athenian political system minimised aristocratic patronage and power over phratries since citizenship now guaranteed by membership of deme, determined locally presumably initially on basis of residence / land ownership, hereditary and so subsequently based on descent and not necessarily a residential group, part of citizen's name, supervised by demarch, who was appointed annually and so accountable; demes provided local government so influence of nobles over local affairs reduced; deme assemblies and other local institutions provided opportunities for political experience by wider range of citizens, who would therefore also have greater confidence and expertise in participating at *polis* level, reducing noble power nationally; clear system linking deme with *polis* as whole (see below) and so made synoecism attributed to Theseus a politically stable reality etc.
- formation of 10 new artificial tribes based on demes, allocated by means of groupings in *trittues*, broke power of clans and old Ionic tribes; new cults and military functions increased cohesion of new tribes, loyalty of which to *polis* rather than local aristocrats; treated Attica as single political entity; made it very difficult for an individual to seize power; some have argued that gerrymandering occurred in allocation of *trittues* to tribes, but gave no long term advantage to Cleisthenes as he disappears from historical record etc.
- Council (*Boule*) of 500, based on new tribes, open to all over 30 except *thetes*; annual appointment by lot with maximum service of 2, not consecutive, years, to encourage / enable widespread participation; importance of *prytaneis* (if set up by Cleisthenes); major task of *Boule* to set agenda for assembly and so increased latter's importance as decision-making body which all citizens eligible to attend etc.
- generals (*strategoi*) elected annually, one per tribe, directly accountable to people etc.
- ostracism gave considerable, unifying power to people voting together in new tribes to exile for 10 years a prominent leader of their choice, subject to quorum of 6000; made

leaders directly accountable to people; was weapon against potential tyrants, but also potentially against Cleisthenes himself; to some extent took over one responsibility of Areopagos to guard constitution etc.

- archons, with powers unchanged, still from *pentacosimedimnoi* (and ? *hippies*) and composition and duties (apart from as above) unchanged, but balanced now by more representative *Boule* etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

09 ***'In the democracy in the second half of the 5th century BC, all male citizens had the opportunity to choose freely how they wanted their community to be run, both locally and nationally.'***

How far do you agree? Give the reasons for your views.

You might include discussion of

- ***the roles of demes and citizens' participation in them***
- ***attendance and decision-making at the assembly (ekklesia)***
- ***membership and role of the Council (Boule) of 500***
- ***how the lawcourts (dikasteria) were run and used***
- ***the importance of lot and pay***
- ***the generals (strategoï), other officials and the Areopagos.***

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

- basic unit of Athenian political organisation minimised aristocratic patronage and power over phratries since citizenship guaranteed by membership of deme, determined locally, hereditary and so not necessarily a residential group, part of citizen's name, supervised by demarch, who was appointed annually and so accountable; demes provided local government so influence of nobles over local affairs reduced; deme assemblies and other local institutions provided opportunities for political experience by wider range of citizens, who would therefore also have greater confidence and expertise in participating at *polis* level, reducing noble power nationally etc.
- assembly open to all citizens over 18 (20) to speak (though more likely by rich / educated) and vote on all legislation and national decisions e.g. war and peace; at some point became potentially subject to *dikasteria* (effectively large sub-group of those eligible to attend assembly) through *graphe paranomon*; issues surrounding ease of attendance, particularly as no pay until very late 5th cent. / early 4th cent.; concerns about rhetorical manipulation etc.
- Council (*Boule*) annual office (restriction on serving twice) open to *zeugitai* and above; provided agenda for assembly; system of *prytaneis* and daily meetings in practice tended to exclude poorer despite pay; in effect sub-committee of assembly to ensure smooth running of decision-making process and that will of people carried out etc.
- in lawcourts (*dikasteria*) anyone who wished could initiate proceedings including political cases, subject to certain safeguards; trials held before large juries selected by lot on day of trial; juries open to all over 30, attractive to poor after introduction of pay; concerns that juries could be manipulated by rhetoric of educated rich and emotional appeals; no right of appeal; potentially exercised considerable political power with trials following *euthuna*; after *graphe paranomon* effectively became guardians of constitution etc.
- generals (*strategoï*) annual appointments, usually *pentacosimedimnoi*, but directly accountable to people as elected; constant risk of prosecution with serious penalties for

- malfeasance etc.
- principle of pay for most public service and use of sortition for most offices except generalship increased participation, though took away citizens' ability to choose etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Assessment Objectives Grid
Unit 1B Athenian Democracy

Section 1

Either
Option A

	AO1	AO2	TOTAL
01	1	-	1
02	4	-	4
03	5	5	10
04	8	12	20
TOTAL	18	17	35

Or
Option B

	AO1	AO2	TOTAL
05	5	-	5
06	5	5	10
07	8	12	20
TOTAL	18	17	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
08	12	18	30
TOTAL	12	18	30

Or
Option D

	AO1	AO2	TOTAL
09	12	18	30
TOTAL	12	18	30

OVERALL

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