



**General Certificate of Education  
June 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2012 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered schools and colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools and colleges to photocopy any material that is acknowledged to a third party even for internal use within the schools and colleges.

Set and published by the Assessment and Qualifications Alliance.

## 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

<b>Level 4</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• accurate and relevant knowledge covering central aspects of the question</li> <li>• clear understanding of central aspects of the question</li> <li>• 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</li> <li>• ability generally to use specialist vocabulary when appropriate.</li> </ul>	<b>9-10</b>
<b>Level 3</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> <li>• some understanding of some aspects of the question</li> <li>• some evidence of analysis and/or evaluation appropriate to the question</li> <li>• some ability to use specialist vocabulary when appropriate.</li> </ul>	<b>6-8</b>
<b>Level 2</b>	<p>Demonstrates <b>either</b></p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• some relevant opinions with inadequate accurate knowledge to support them.</li> </ul>	<b>3-5</b>
<b>Level 1</b>	<p>Demonstrates <b>either</b></p> <ul style="list-style-type: none"> <li>• some patchy accurate and relevant knowledge</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• an occasional attempt to make a relevant comment with no accurate knowledge to support it.</li> </ul>	<b>1-2</b>

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

<b>Level 5</b>	Demonstrates <ul style="list-style-type: none"><li>• well chosen accurate and relevant knowledge covering most of the central aspects of the question</li><li>• coherent understanding of the central aspects of the question</li><li>• ability to sustain an argument which<ul style="list-style-type: none"><li>has an almost wholly analytical and/or evaluative focus,</li><li>responds to the precise terms of the question,</li><li>effectively links comment to detail,</li><li>has a clear structure</li><li>reaches a reasoned conclusion</li><li>is clear and coherent, using appropriate, accurate language and</li><li>makes use of specialist vocabulary when appropriate.</li></ul></li></ul>	<b>19-20</b>
<b>Level 4</b>	Demonstrates <ul style="list-style-type: none"><li>• generally adequate accurate and relevant knowledge covering many of the central aspects of the question</li><li>• understanding of many of the central aspects of the question</li><li>• ability to develop an argument which<ul style="list-style-type: none"><li>has a generally analytical and/or evaluative focus,</li><li>is broadly appropriate to the question,</li><li>mainly supports comment with detail and</li><li>has a discernible structure</li><li>is generally clear and coherent, using appropriate, generally accurate language and</li><li>generally makes use of specialist vocabulary when appropriate.</li></ul></li></ul>	<b>14-18</b>
<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li><li>• some understanding of some aspects of the question</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>9-13</b>
<b>Level 2</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> a range of accurate and relevant knowledge</li><li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li><li>• <b>and</b> sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li></ul>	<b>5-8</b>
<b>Level 1</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> some patchy accurate and relevant knowledge</li><li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li><li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li></ul>	<b>1-4</b>

**LEVELS OF RESPONSE FOR QUESTIONS WORTH 30 MARKS**

<b>Level 5</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• well chosen accurate and relevant knowledge covering most of the central aspects of the question</li> <li>• coherent understanding of the central aspects of the question</li> <li>• ability to sustain an argument which <ul style="list-style-type: none"> <li>has an almost wholly analytical and/or evaluative focus,</li> <li>responds to the precise terms of the question,</li> <li>effectively links comment to detail,</li> <li>has a clear structure</li> <li>reaches a reasoned conclusion</li> <li>is clear and coherent, using appropriate, accurate language and</li> <li>makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>	<b>27-30</b>
<b>Level 4</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• generally adequate accurate and relevant knowledge covering many of the central aspects of the question</li> <li>• understanding of many of the central aspects of the question</li> <li>• ability to develop an argument which <ul style="list-style-type: none"> <li>has a generally analytical and/or evaluative focus,</li> <li>is broadly appropriate to the question,</li> <li>mainly supports comment with detail</li> <li>has a discernible structure</li> <li>is generally clear and coherent, using appropriate, generally accurate language and</li> <li>generally makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>	<b>20-26</b>
<b>Level 3</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> <li>• some understanding of some aspects of the question</li> <li>• some evidence of analysis and/or evaluation appropriate to the question</li> <li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li> <li>• some ability to use specialist vocabulary when appropriate.</li> </ul>	<b>13-19</b>
<b>Level 2</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• <b>either</b> a range of accurate and relevant knowledge</li> <li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li> <li>• <b>and</b> writes with sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>7-12</b>
<b>Level 1</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• <b>either</b> some patchy accurate and relevant knowledge</li> <li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li> <li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>1-6</b>

**This page has been left intentionally blank**

**Mark Scheme**  
**Unit 1B Athenian Democracy**

**Section 1**

**Option A**

**01 Describe the circumstances in which Cleisthenes came to power. Make five points.**

**FIVE** of **e.g.** after expulsion of tyrant / Hippias [1] struggle with Isagoras / oligarch / supporter of tyrants [1] Cleisthenes lost power in political clubs / got worst of dispute [1] promised people political power / control of state [1] Isagoras' power waned [1] called in Cleomenes / king of Sparta [1] to expel curse [1] including Cleomenes [1] as Alcmaeonid [1] Cleisthenes into exile [1] Cleomenes tried to dissolve Council [1] and put Isagoras in power (with 300 supporters / narrow oligarchy) [1] Council / people resisted [1] besieged Cleomenes and Isagoras (on Acropolis) [1] on third day let them go [1] recalled Cleisthenes [1] etc.

(5 marks)

**02 How important were demes and demarchs as a result of Cleisthenes' reforms? Give the reasons for your views.**

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

- 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 on basis of residence / land ownership, hereditary and so ultimately became descent rather than necessarily residence group (depending on extent of population movement), part of citizen's name, supervised by demarch, who was appointed annually and so accountable etc.
- 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 by means of tribes and selection of *bouleutai* and so made synoecism attributed to Theseus a politically stable reality etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**03 How far-reaching were the other reforms which Cleisthenes is said to have carried out? Give the reasons for your views.**

**You might include discussion of**

- **tribes**
- **Council (Boule)**
- **generals (strategoi)**
- **ostracism**
- **what Cleisthenes did not change.**

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

- 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 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 (*strategoí*) 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 *pentacosiomedimnoi* (and ? *hippeis*) 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.

(20 marks)

### **Option B**

**04 What were the qualifications for Athenian citizenship in the second half of the 5<sup>th</sup> century BC? Make two points.**

**TWO** of e.g. after Pericles' Citizenship Law [1] legitimate [1] son of citizen father [1] and mother who was daughter of citizen [1] and properly married [1] and registered with deme / demarch [1] aged 18 [1] etc.

(2 marks)

**05 For how long did a citizen serve on the Council (Boule) and by what method was he selected?**

1 year [1] lot / sortition [1]

(2 marks)

**06 What was the minimum age at which a citizen could serve on the Council (Boule)?**

30 [1]

(1 marks)

**07 In the passage, how far do you think the author is attacking Athenian democracy and how far is he defending it? 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.

- assumes that society divided into 2 groups, each with different values and aspirations which conflict with the other's etc.
- the upper class is referred to with expressions of moral approbation e.g. good / respectable, committed to discipline and order, whereas poor are described with pejorative expressions e.g. mob and poverty is said to lead to ignorance, poor discipline, moral weakness, behaviour which does not conform to values of upper-class etc.

- therefore he initially puts forward the view that it might be thought wrong to allow everybody to participate in the assembly and Council (in the latter case this was not technically true) since it brings about bad government etc.
- however, he counters this view by (a) conceding that rule by the elite would be self-interested, benefiting them but harming the majority, even depriving them of their rights and (b) claiming that the goodwill of the majority (despite their weaknesses) is more beneficial to the state than the ill-will of the minority (despite their strengths) since it will produce greater stability (though not the best city) etc.
- unknown to whom this pamphlet is addressed, but author perhaps addressing a group of (perhaps foreign) oligarchs who are proposing intervention to overthrow Athenian democracy and dissuading them from so doing on the grounds of the self-perpetuating stability of the democracy despite its alleged moral faults in relation to upper-class values etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**08** *To what extent do you think the Athenian democracy in the second half of the 5<sup>th</sup> century BC protected the freedom of citizens of all classes? Give the reasons for your views.*

*You might include discussion of*

- *how far all citizens were able to participate in politics and the law*
- *how fairly laws were passed and other decisions reached in the assembly (ekklesia)*
- *how justly trials were conducted in the lawcourts (dikasteria)*
- *the role of the Council (Boule)*
- *limitations on the power of generals (strategoi) and other officials*
- *what freedom meant to an Athenian citizen.*

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

- all citizens able to participate in politics at deme level (giving them control of citizenship etc.) and in assembly (giving them opportunity to speak, and more especially to vote, on all legislation and significant state decisions); age restriction of 30 and class restriction of *zeugitai* and above for *Boule*, but effectively sub-committee of assembly to ensure smooth functioning and carrying out of people's will rather than powerful in own right, and widespread participation ensured by rotation of membership; age restriction of 30 for *dikasteria* but participation by poor encouraged by pay, effectively a large sub-group of the assembly which *inter alia* ensured officials accountable to people and, after introduction of *graphe paranomon*, provided check on decisions of assembly; *graphai* provided means of dispute regulation / management in cases which affected whole community rather than individual; some issues of participation according to wealth, education and proximity to Athens etc.
- assembly meetings, at which apparently 6000 commonly expected to attend, had generally orderly procedure leading to vote by show of hands; in lawcourts large jury reached verdict by secret ballot etc.
- *Wasps* reflects concerns about use of courts for personal political ends and possibility of manipulating jury; different standards of admissibility of evidence from UK today and possibility of irrelevant emotional appeals etc. but size of juries and procedures designed to safeguard against unfair trials; a few notorious examples of unfair trials (e.g. of generals after Arginousai) and of other cases which we would regard as infringements of freedom e.g. impiety (e.g. most notoriously of Socrates at very beginning of 4<sup>th</sup> cent.), but Athenians had different boundary between public / private and different notion of religion etc.

- Council (*Boule*) had few decisive powers of its own but ensured smooth running of decision-making and its outcomes and initiated systems of accountability in *euthuna* etc.
- *euthuna* and *dikasteria* ensured generals and other officials acted in way accountable to people etc.
- ostracism gave people opportunity to remove for 10 years anyone they thought was abusing power / seeking to be tyrant, with safeguard of 6000 quorum etc.
- notions of freedom: distinction between freedom from and freedom to; distinction between free and slave; identity gained from membership of community (*deme* / *polis*) rather than as individual in modern sense; Solon's reforms had established sense of community which depended on no citizen having his freedom curtailed by another in employer-employee relationship and his definition of citizens as not-slaves had encouraged development of ideology of equality among citizens despite differences in wealth, a view further enhanced by Pericles' Citizenship Law which defined citizenship exclusively as not-foreign and reflected / contributed to Athenians' view of themselves as uniquely autochthonous etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

## Section 2

### Option C

- 09 **'After the tyrannies of Peisistratus (*Pisistratus*) and Hippias, Athens was more stable, both economically and politically, than it had been after Solon's reforms.'**

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

**You might include discussion of**

- **how effective Solon's measures to improve the economy were**
- **how successful Solon's reforms to the constitution and judicial system were**
- **the ways in which the tyrants increased economic and political stability**
- **the circumstances of Hippias' expulsion and its aftermath**
- **how far the underlying economic and political problems had been solved.**

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

- reasons for instability before Solon: 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 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, 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; but did not redistribute land, so opportunity to move up classes and increase political

- participation severely limited 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.
- 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.
  - 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, 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.
  - Solon's reforms left dissatisfaction on both sides because neither thought he had gone far enough, had not addressed underlying economic problems and nobles still apparently able to exercise considerable influence over poor through clans, which Solon did not reform; problems over appointment of archons; emergence of 3 noble-led rival regional factions etc.
  - Peisistratus kept Solon's reforms / laws; by providing long period of stability allowed them to become established; set up deme justices which made justice more accessible to poor in locations where they lived independent of local lord etc.
  - Peisistratus may have redistributed land from those who were exiled to poor; taxed wealthy; from this revenue and own resources from silver mines etc. gave poor loans to establish olive production; debt never again appears to have been widespread problem in Attica; road building provided employment and facilitated communication and trade, which was also helped by peace and good foreign relations; growth in pottery manufacture and development in their decoration; installed one of sons as governor of Sigaeum so trade through Hellespont could be monitored, especially corn supply; building on Acropolis also provided jobs, as well as focal point for all Attica under his patronage etc.
  - because of Peisistratus' supremacy etc. influence of other noble families waned, some exiled; people became accustomed to look centrally for help rather than to local aristocrat; but nobles became increasingly resentful, especially after Hipparchus murdered and Hippias' reign became harsh etc.
  - unity further enhanced by reorganisation of festivals with central focus / link in Athens e.g. Eleusinian mysteries, which enhanced Athenians' self-esteem and cultural status etc.
  - after Hippias' expulsion temporary return to *stasis* with in-fighting between Cleisthenes and Isagoras until people rallied behind former because of his promise of greater power and outrage at Isagoras' calling in of Spartan Cleomenes for a second time etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

**Option D**

- 10 **‘The main source of humour in Aristophanes’ *Wasps* is the way Bdelycleon changes Philocleon from a good Athenian citizen into a bad one.’**

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

**You might include discussion of**

- **the behaviours and qualities expected in a good Athenian citizen**
- **Philocleon’s attitude towards jury-service and Cleon**
- **the arguments and methods Bdelycleon uses to change Philocleon**
- **the preparations for the drinking party**
- **Philocleon’s behaviour after the party**
- **other sources of humour.**

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

- behaviours and qualities of a good Athenian citizen: patriotic, with strong community spirit, devoted to common good, eager to participate in democratic institutions, obedient to the law and Athenian institutions, respectful of gods etc.
- Philocleon’s and chorus’ eagerness to participate in juries and extract harsh punishment from anyone found to be profiting at the people’s expense fundamentally good but exaggerated by Aristophanes into a dangerous obsession in which Philocleon portrayed as being motivated by vindictiveness rather than justice and bewitched by the flattering attentions of ‘demagogues’ such as Cleon into removing their personal enemies rather than protecting the people; argument with Bdelycleon and trial of Labes also reveals him to be more concerned with his own well-being and advantage than genuinely public-spirited etc.
- Bdelycleon’s argument to Philocleon, ironically as rhetorical and specious as any Cleon or other ‘demagogue’ may have made, centred on self-interest and profit, as is his ludicrous (and highly undemocratic) scheme to turn the open public trial that the Athenian democracy guaranteed into a domestic entertainment *in camera* etc.
- preparations for drinking-party mock pretensions and taste for exotic foreign (even enemy) luxuries of the rich, among whom Cleon and cronies are portrayed as being entirely at ease, and the ridiculousness of the peasant who aspires to ape them; as result of this induction, Philocleon turns into an anti-social, binge-drinking, sex-crazed reveller who anarchically threatens to destroy upper-class decorum, democratic rule of law and the household of which he should be head – a topsy-turvy world in which probably little is to be taken seriously as comedy spins to its end with bizarre gymnastics of Philocleon and absurd literary parody etc.
- other sources of humour obviously include Cleon and other ‘demagogues’, and again seriousness of any of it is perhaps questionable as Aristophanes adopts the very same tactics as Cleon to present himself as the people’s champion against corruption, and portrayal of Cleon is so manically lurid and nonsensical as to become an exercise in virtuoso vituperation and vilification rather than a stinging attack *ad hominem* etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

**Assessment Objectives Grid**  
**Unit 1B Athenian Democracy**

**Section 1**

**Either**  
**Option A**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>01</b>	5	-	5
<b>02</b>	5	5	10
<b>03</b>	8	12	20
<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>35</b>

**Or**  
**Option B**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>04</b>	2	-	2
<b>05</b>	2	-	2
<b>06</b>	1	-	1
<b>07</b>	5	5	10
<b>08</b>	8	12	20
<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>35</b>

**Section 2**

**Either**  
**Option C**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>09</b>	12	18	30
<b>TOTAL</b>	<b>12</b>	<b>18</b>	<b>30</b>

**Or**  
**Option D**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>10</b>	12	18	30
<b>TOTAL</b>	<b>12</b>	<b>18</b>	<b>30</b>

**OVERALL**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>TOTAL</b>	<b>30</b>	<b>35</b>	<b>65</b>
<b>%</b>	<b>46%</b>	<b>54%</b>	<b>100%</b>

UMS conversion calculator [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)