



**General Certificate of Education
June 2012**

Classical Civilisation 1021

Athenian Imperialism

AS 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 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.

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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 2D Athenian Imperialism

Section 1

Option A

- 01 Where had the Spartans told the Mytilenian ambassadors to deliver their speech and why?**

At Olympia (1) / so that the other allies could hear (1)

(2 marks)

- 02 Which Athenian leader died as a result of the plague mentioned in line 5?**

Pericles (1)

(1 mark)

- 03 How did the Spartans respond to this appeal from Mytilene? Make two points.**

Two from: accepted (all) their proposals (1) / made an alliance with Mytilene (1) / agreed to invade Athens (or Attica) (1) / summoned their other allies for this (1) / but got cold feet (1) / went home (1)

(2 marks)

- 04 How effectively do you think the Mytilenian ambassador makes his case in this passage?**

Discussion might include: starts by stressing urgency & weakness of Mytilenian position ('earlier than we intended' / 'without adequate preparations' / 'send us help quickly'); challenge to Spartan abilities ('revealing yourselves as ... capable'); also to their moral conscience ('helping those who should be helped'); also the opportunity of striking at Athens ('hurting your enemies'); stress that **this** is the moment ('never has there been such an opportunity'); catalogue of Athenian weaknesses ('state of exhaustion' / 'plague' / 'expenses... incurred' / division of fleet / lack of reserves); back to strength of Sparta (Athens 'unable to resist' their forces) plus reminder that Sparta has already invaded Attica once; finishes with reminder of joint advantages ('from your shores and ours').

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- 05 How successful were the Spartans in their attempts to cause the collapse of the Athenian Empire between 427 and 404 BC? Give reasons for your answer and refer to the books of Thucydides you have read.**

You might include discussion of

- **the outcome of the revolt of Mytilene**
- **the part Sparta played during the Sicilian Campaign**
- **the actions of Sparta after the Sicilian Campaign**
- **the strengths and weaknesses of the Athenian Empire during this period.**

Points suggesting Sparta **was successful** might include:

- Sparta's initial support for Athenian leadership of the Delian League and during the years up to 432 allowed the Athenian Empire to develop and flourish; it is unlikely therefore to

be a coincidence that Spartan opposition after this date mirrors a corresponding decline in the Empire's fortunes; although the war with Sparta saw both sides on top at different times, the cumulative effect on the Empire between 431 and 427 was to weaken it, but things were quite balanced by 427

- now pushed by this appeal from Mytilene (and growing fears since Potidaea in 432) the Spartans went further on the offensive and gathered their allies to invade Attica; Mytilene was defeated and subjugated by Athens but Sparta was now renewed in her desire to build on discontent among the Athenian allies; despite the Spartan invasions of Attica depleting resources, the strength of the Athenian navy prevented any chance of an immediate Spartan victory; the Athenian victory at Pylos in 425 led indirectly to the armistice of 423 and Peace of Nicias in 422; again Sparta would have held to this peace had Athens not threatened her by undertaking the Sicilian Expedition
- Spartan involvement in Sicily was perhaps the key factor in the eventual collapse of the Empire; the Spartan leadership was better (the single-minded Gylippus versus the far-from-united Demosthenes & Nicias), taking advantage of Athenian confusion also increased by lack of support from home; along with the unexpected strength of local opposition in Sicily (especially from Syracuse) this resulted in the destruction of the Athenian fleet, the factor that hitherto had guaranteed the continuation of the Empire; while not terminal for the Empire, Sparta had destroyed Athens' reputation for invincibility, thus giving heart to discontented Athenian allies
- these signs of weakness encouraged the Athenian allies to see Sparta as a better bet and to believe that leaving the Empire was a definite possibility (e.g. Euboea, Lesbos, Chios & Erythraea); despite recovery of Athens over the next few years, Athens' failure to accept the peace offer of 410 led Sparta (with support from Persia) to push for the final victory (achieved in 404) which effectively ended the Empire.

Points suggesting that Sparta was **less successful** might include:

- Sparta's lack of opposition to Athens during the period of relative strength of the Empire in the years before the Debate at Sparta; her initial support for the formation of the Delian League had allowed Athens to gradually increase her hold over her allies, effectively turning the league into an Empire; she had failed to respond to growing cries for intervention from distressed Athenian allies during these years
- although the length & changing fortunes of the war diminished Athenian resources, up to 416 there was stalemate; Sparta was never able to defeat her or materially weaken the Empire; by 416 Athens was still so strong that she put forward the Sicilian Expedition mainly to further extend the Empire & its resources; up to this point, for all the troubles caused in Attica, Sparta had done little to cause weakness to the wider Athenian Empire
- even though Sparta's major role in defeating the Sicilian Expedition was a disaster for Athens in terms of loss of ships, men & prestige, it did not bring about the end of the Empire; the war continued for many years after with mixed fortunes; despite initial defecting of allies to Sparta, Athens recovered Lesbos, strengthened alliance with Samos etc; by 410 to all effects Athens still held her Empire very much as before; only then after key Persian involvement was her Empire lost
- factors which could be argued as equally (or more) important might include: Athens' own shortcomings (treatment of allies throughout, poor leadership / decisions at key times; over-ambition; failing to secure peace at crucial points, Sicily, post-Sicily etc.); external involvement (Persia); credit for using these & others in assessing Spartan importance in the fall of the Athenian Empire.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

06 What events in Sicily had led the Athenians to send a fleet there? Make two points.

Two from: Egesta (Segesta) (1) / a (long-standing Athenian) ally (1) / sought support from Athens (1) / against Syracuse (1) / over Leontini (1) / Egesta promised to pay for the expedition (1) / Athens sent envoys to check the situation (1) / who reported back generally in favour of going (1)

(2 marks)

07 Why would islanders be ‘easy for us to take over’ (line 10)?

(the power of) the Athenian navy **or** as islands they were exposed to naval attack (1)

(1 mark)

08 How did the people of Camarina feel after hearing Euphemus’ speech? Make two points.

Two from: they still basically favoured Athens (1) / despite fearing their ambitions in Sicily (1) / feared Syracuse (even more) (1) / so as allies of both (1) / felt they should remain (officially) neutral (1) / but should side with Syracuse (on the quiet) (1)

(2 marks)

09 ‘Athens’ failure in Sicily was simply due to bad luck.’ How far do you agree?

Discussion might include: **‘bad luck’:** Athens powerful enough to send expedition but unfortunate that her leaders could not work together; problem of Alcibiades (personal issues dragged into it depriving Athens of his leadership); unexpected strength / resilience of Syracusan opposition; picked wrong time to upset Sparta (good leader emerging there in Gylippus); Athenian generals previously shown as capable but made wrong call at key times in Sicily.

other factors: Athens’ failure to understand the weakness of her initial situation; also no use setting off with disagreement both at home re wisdom of venture and among the leaders re how to conduct the campaign; credit for use of passage to illustrate arrogance (or any other factors e.g. lack of moral approach; motivation by greed; behaviour towards possible allies etc.); insufficient concern that she was fighting far from home (so underestimating the task); poor leadership / tactics while in Sicily; lack of support from allies (in part because of her behaviour towards them over many years).

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

10 How typical of the Athenians’ attitude to others, as presented by Thucydides, is the whole of Euphemus’ speech at Camarina? Give reasons for your answer and refer to the books of Thucydides you have read.

You might include discussion of

- **the attitudes revealed in the whole of Euphemus’ speech at Camarina**
- **the Athenian spokesman’s words during the Debate at Sparta in 432 BC**
- **Pericles’ address to the Athenian people in 430 BC**
- **the comments of Cleon and Diodotus during the Mytilenian Debate of 427 BC**
- **the Athenian side of the Melian Dialogue in 416/5 BC.**

Points to consider when deciding how typical this attitude is might include:

- the full speech at Camarina: Euphemus responds to Hermocrates’ accusations against Athens without apology; informs the Camarinians that strength is the only importance in

assessing who should govern whom; criticises Athenian allies for being weak when faced by Persia; Athens is not altruistic – we are here ‘for our own security’; Athens holds sway over others ‘because of fear’; admits Athens is blatantly using Camarina to blunt the power of Syracuse; points out that if the Camarinians employ the same self-interest & support Athens they will be fine; accuses the Camarinians of trying to frighten Athens into giving help; tells them off sternly – ‘it is not for you ... to act as schoolmasters ...’; ends with veiled threat – ‘do not reject this security’

- tone of the Athenian representatives at the Debate at Sparta: accused of menace by the Corinthians they refuse to answer the charges; insult Spartan hosts by telling them they have no jurisdiction to deal with this; again restate that they defeated Persia virtually on their own; warning not to mess with Athens – think about the ‘sort of city’ you are taking on; if Sparta messes with Athens’ allies, Athens will have to tighten grip on allies; naming of ‘self-interest’ as a prime motivation (also ‘security’ & ‘honour’ here); complaints about ingratitude of the allies; double-edged compliment to Sparta in commending Spartans’ sense for ‘being afraid of us’ and not getting involved in disputes
- Pericles responding to criticisms of his leadership with background of plague and Spartan aggression: folly to go to war unless forced to; her navy has made Athens top dog; Athenian ancestors left a legacy in their dealings with others; current Athenians must live up to this despite their problems; admits the Empire is ‘like a tyranny’ but claims letting it go would be a disaster; they would lose ‘the greatest power that has ever existed’; admits there is much opinion which disagrees with him; calls for refusal to negotiate ‘do not send embassies to Sparta’
- apparent contradictions between Cleon & Diodotus during Mytilenian Debate: **Cleon**: compassion for allies is a weakness; accept that in a ‘tyranny’ your ‘allies’ will hate you; even if the action is unfair it’s a sign of weakness to retract; Mytilenians have acted out of self-interest; they can’t be surprised when Athens retaliates in the same way; good example to other ‘allies’; **Diodotus**: need to show decisions are made in proper debate (presumably to establish moral highground); yes, we must act in Athens’ interests, but might a more moderate way of doing it provoke a more positive response from other allies? Important that Diodotus’ argument won the day?
- Athenian representative in Melian Dialogue: no desire to consider right or wrong; Athens is strong, Melos is weak; end of argument; Melos’ self-interest demands that it joins Athens; if not Athenian self-interest will require the destruction of Melos; the other allies would see any mercy as a sign of weakness; thoughts on divine help – obviously the gods back Athens or she wouldn’t be where she is now; fatal for Melians to hope for ‘justice’; no-one beats Athens.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

- 11 ***To what extent do the inscriptions you have read in The Athenian Empire add to what Thucydides says about the way the Athenians treated their allies? Give reasons for your answer.***

You might include discussion of

- ***Thucydides' account of the Pentecontaetia***
- ***what speeches in Thucydides reveal about the way the Athenians treated their allies***
- ***the Coinage Decree***
- ***the Kleinias Decree***
- ***arrangements for Khalkis***
- ***the treatment of Erythrai, Miletus and Kolophon.***

Points to consider in answering this question might include:

- not far into the establishment of the League before there are signs of discontent from some allies: first rebel Naxos in 469 (lost autonomy & probably her fleet); bigger fight with Thasos in 465 (navy confiscated, walls demolished, mint removed); links here to what we find somewhat later through inscriptions? Thucydides suggests things tightened up further after power change in Athens from Cimon to Pericles during 450s; decision of Athens to drop original aims (or even pretence of these), abandon meetings & redirect League funds to Athenian projects led to obvious stresses; increasingly harsh treatment and gradually lessening of autonomy of allies as Sparta becomes greater threat, siding with dissenting allies (credit for specific examples such as Megara in 440s); the inscriptions seem to be mainly from this period, suggesting the worsening state of affairs for the allies alleged by Thucydides but giving specific examples
- the Coinage Decree (possibly 440s) suggests similar action to ALL allies as applied to Naxos & Thasos but now extended even to non-rebels; right of all states to mint own coinage removed, with use of Athenian coinage imposed for all; harsh punishment for offenders; alternatively it could be viewed less as a punishment (at least for non-rebels) than a simplification of trade procedures; as strongest ally, value of Athens' coinage clearly outweighed that of other states; by setting a common currency (with full details displayed in each city), other allies had protection against inflation, abuse etc.
- the Kleinias Decree imposed rules & regulations for collection of tribute on ALL allies, supportive or not; this took away fundamental rights of self-determination & confirms the pattern shown in Thucydides (credit for specific details of later revolts etc.); presumably the move was made because of increasing defaulting among allies; on the other hand it had many advantages for the allies; fixed rules not only assured the collection of tribute but contained provision to counter any attempted dishonest handling of tribute; protection as well as imposition for the allies; credit for relevant details of decree
- treatment of Khalkis (probably some 10 years after Thasos) shows similar punitive measures against a would-be rebel city; Khalkidians forced to swear oath NOT to rebel or support other rebels; also to defend and obey Athens; the slightly less brutal terms for Khalkis (compared, say, to Thasos) perhaps reflect an attempt to stop the increase in defections in the period before Cimon was finally replaced by the less reasonable Pericles; Athens agreed not to 'uproot the city', exile or execute the citizens or confiscate their money etc.; there is little sign in Thucydides of any restraint in Athens' dealing with her allies in the 450s
- Erythrai, Miletus & Kolophon appear to have rebelled after Khalkis in the 440s when Pericles was fully in charge; the greater degree of harshness shown against these cities

fits with Thucydides' account of Athenian fear of Spartan influence on the allies (credit for harsh examples such as imposition of garrisons at Erythrai & Miletus; enforced changes of government at Erythrai; threat of total destruction if any more trouble as at Kolophon etc); the dating in the 440s however is conjectural (credit for relevant argument about the difficulties in firmly establishing dates for inscriptions)

- credit throughout for details as above indicating that this is supplementary evidence, increasing our knowledge, not mere support for Thucydides.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

12 'Athens' main aim in consolidating her power between 478 and 431 BC was to oppose the power of Sparta.'

How far do you agree? Give reasons for your answer and refer to the books of Thucydides you have read.

You might include discussion of

- **the setting up of the Delian League**
- **Athens' relationship with her allies during this period**
- **the effect of changes in Athenian leadership**
- **Athens' relationship with Sparta during this period.**

Points suggesting that **opposing Sparta was very important** might include:

- although the League was set up to oppose Persia, Athens & Sparta were the two leading Athenian states and traditional rivals; it was clearly in Athens' interest to lead the new League and take advantage of Greek disenchantment with Pausanias, the initial Spartan candidate for leadership
- Athenian behaviour right from 479 BC suggests that she had her own interests at heart before any sense of duty to the League; despite an appearance of equality (treasury & meetings at Delos) Athenians were appointed as 'Hellenic Treasurers' and allowed to set the tribute (in cash or ships); this allowed Athens to refortify her city and ensure that any future threat from Sparta could be met
- the putting down of the rebellion of Naxos may have been strictly a Delian League matter, but the attempted withdrawal of Thasos in 468 coincided with negotiations between Thasos and Sparta; only a natural disaster in Sparta prevented open conflict and allowed Athens to 'put one over' on Sparta; being aware of this Spartan action would surely have led Athens to consider future threats likely; the last-minute Spartan rejection of the (asked-for) Athenian help in 464 caused further suspicion in Athens
- while the League under Cimon had continued to pursue a mainly anti-Persian line (at least until Eurymedon), the replacement of Cimon in 461 by the democratically-minded Pericles led to a far more anti-Spartan mood in Athens
- Pericles' policy of using League's resources in Egypt from 460 and his acceptance of Peloponnesian ally Megara to the League was a direct threat to Corinth & Sparta; the 458 blockade of Aegina by Athens pushed matters towards war; Spartan support for Doris against Phocis then led to direct conflict at Tanagra; an inconclusive defeat by Sparta led to removal of the Athenians' pretence that the League was still a league (removal of treasury to Athens in 454 and cessation of League meetings)
- Athenian aggression in the 440s / 430s (Egyptian campaign etc.) resulted directly or indirectly in further conflict with Sparta; Athens effectively broke the 5 years' truce by retaking the temple at Delphi which Sparta had restored to the Delphians; Athens subdued Euboea despite this bringing her into direct conflict with Corinth, Sparta's ally;

Sparta backed down from breaking the ensuing 30-years' truce in 440 when Athens attacked Samos to prevent her leaving the Empire; Corinth then backed down when Athens prepared to engage her over Corcyra; finally Athens took Potidaea, another Corinthian ally; when in 433 Athens interfered in Megara, Athens had clearly pushed Sparta to the limit; it was no surprise that the Peloponnesian war followed.

Points suggesting that **other aims were more important** might include:

- Athenian leadership of the League resulted directly from Sparta's decision to withdraw within herself; it was with the agreement of all that Athens took over as *hegemon*; there was no dispute between Athens & Sparta over this partly as Cimon, appointed *strategos*, was regarded as pro-Spartan; no way then was opposition to Sparta key in the early years
- the League had a clear anti-Persia focus: initial actions followed this line: Cimon cleared coast of Asia Minor of Persians at Eion in 468; ditto action at Scyros (cleared of pirates freeing up sea for allies to trade in safety); next action (forcing of Carystus to join league) removed a threat as Carystus was looking to collaborate with Persia; no anti-Spartan motivation apparent whatsoever
- during this early period it is true that Athens was using spoils (e.g. from Eion) to rebuild Acropolis Walls and start Long Walls; also colonising defeated enemies (e.g. Scyros; also setting up a cleruchy on Carystus) **but** with Cimon pro-Spartan there is no evidence to suggest these measures were directly anti-Spartan; the savage treatment of Thasos was to protect the League; no action seems to have been contemplated against Sparta for negotiating to help Thasos (evidence of Spartan, not Athenian aggression); Athenian willingness to help Sparta can be seen in 464 with the sending of assistance to Sparta against the Helot uprising
- the replacement of Cimon by Pericles was not clear-cut; Cimon's efforts to regain power in the 450s kept a degree of balance in Athens, preventing Pericles from fully realizing his desire to impose dictatorship; the decade saw a series of problems from pro-Spartan states (e.g. Megara / Aegina) which Athens reacted to rather than her pursual of any anti-Spartan campaign as such
- Sparta spurned a chance to join Persians against Athens in Egypt, watching as Athens lost many ships; a truce was then set up between the two; this was broken by Sparta, not Athens, by taking over the temple of Delphi; Pericles was then forced into confrontation with Sparta as Sparta's ally Corinth backed a revolt against Athens by Euboea (446); this led to an invasion of Attica by Sparta, making her the aggressor, not Athens
- Athens happily agreed to the 30-years' truce but trouble with her Empire caused this to breakdown; she put down the rebellion in Samos, then defended Corcyra from attack by the Corinthians; even then she did not attack Corinth for fear of breaking the truce; Potidaea brought about a conflict of interests: as an ally of Athens she had every right to discipline her; Potidaea was also however an ally of Corinth; this dispute led **indirectly** to Athens and Sparta coming into conflict.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Assessment Objectives Grid
Unit 2D Athenian Imperialism

Section 1

Either
Option A

	AO1	AO2	TOTAL
01	2	0	2
02	1	0	1
03	2	0	2
04	5	5	10
05	8	12	20
TOTAL	18	17	35

Or
Option B

	AO1	AO2	TOTAL
06	2	0	2
07	1	0	1
08	2	0	2
09	5	5	10
10	8	12	20
TOTAL	18	17	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
11	12	18	30
TOTAL	12	18	30

Or
Option D

	AO1	AO2	TOTAL
12	12	18	30
TOTAL	12	18	30

OVERALL

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

UMS conversion calculator www.aqa.org.uk/umsconversion