



**General Certificate of Education
January 2013**

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

Copyright © 2013 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

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

This page has been left intentionally blank

Mark Scheme
Unit 1B Athenian Democracy

Section 1

Option A

01 Describe one of the tricks by which Pisistratus is said to have gained power. Give two details.

TWO of **e.g.** EITHER wounded himself [1] persuaded Athenians had been wounded by opponents [1] and needed bodyguard / club-bearers [1] with which seized Acropolis [1] OR married daughter of rival / Megacles [1] but refused to have intercourse with her [1] OR rode in chariot [1] with girl dressed as Athena [1] to confirm rumour of Athena reinstating him [1]

(2 marks)

02 How had the Spartans been persuaded to remove Hippias? Make three points.

THREE of **e.g.** Alcmaeonids [1] having failed to remove Hippias themselves [1] after they built temple at Delphi [1] persuaded / bribed priestess / Pythia [1] to tell Spartans to liberate Athens [1] whenever they consulted oracle [1] despite ties of hospitality with Pisistratids [1] Sparta also influenced by Pisistratids' friendship with Argos [1] and perhaps by (allegations of) his brutality [1] and attempt to fortify Munichia [1]

(3 marks)

03 How easy was it for Cleisthenes to defeat Isagoras? Give the reasons for your views.

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

- when Cleisthenes lost support to Isagoras in aristocratic political clubs, attached people to his faction by promising them political power
- because of this increase in Cleisthenes' power, Isagoras called in foreign military help from King Cleomenes of Sparta, with whom he had ties of hospitality, and persuaded him to send Alcmaeonids including Cleisthenes and 700 other Athenian families into exile on pretext that accused; Cleisthenes obeyed
- when Cleomenes then tried to dissolve Council (*Boule* or *Areopagos*?) and put Isagoras in power with 300 supporters, Council resisted and people gathered in such large numbers that Cleomenes and Isagoras' faction had to take refuge on Acropolis, where besieged by people for 3 days until allowed to leave under truce
- Cleisthenes then recalled by people, whom they saw as their champion because of his promises and his family's reputation for opposition to tyrants; people's opposition to Isagoras and narrow oligarchy he was trying to form probably increased by his reliance on foreign military intervention etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

04 To what extent did Pisistratus and his sons Hippias and Hipparchus rule in the interests of the people and to what extent did they rule in their own interests? Give the reasons for your views.

You might include discussion of:

- *the circumstances in which Pisistratus and his sons came to power*
- *how far they upheld or changed Solon's reforms*
- *the economy*
- *their patronage of religion, the arts and building projects*
- *their treatment of other aristocratic families*
- *changes during the rule of Hippias and Hipparchus and the circumstances of Hippias' expulsion.*

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

- Solon's reforms did not produce consensus but caused much discontent in Athens leading to problems over appointment of archons and emergence of 3 rival noble-led regional factions; Solon had not addressed underlying problems of Attica's economy nor rivalry between noble factions and influence they could wield through clans and Ionic tribes etc.
- tyrants gave people no new powers and according to Aristotle discouraged them from participating in politics in city; however, kept Solon's reforms, which had guaranteed people basic rights, and by providing long period of stability allowed them to become established; set up deme judges which made justice more accessible to poor and ensured consistency in administration of justice independent of local nobles – as much to weaken other noble factions as to help people etc.
- may have redistributed land of those who were exiled; taxed wealthy; from this revenue and own resources from silver mines etc. gave loans to poor to establish olive production and solve problems of debt; road building provided employment and facilitated trade, which was also helped by peace and good foreign relations; one of Pisistratus' sons installed as governor of Sigaeum on Hellespont to protect trade especially corn supply – benefited people but equally assertion of tyrants' power; building on Acropolis also provided jobs and focal point for unity for whole *polis* but emphasis on Pisistratids' patronage etc.
- because of Pisistratids' supremacy influence of other nobles waned and people became accustomed to look centrally for support rather than to local aristocrat on whom would then be dependent; nobles became increasingly resentful, particularly as Hippias' rule after Hipparchus' murder became harsher, but Hippias' paranoia directed against nobles, not people etc.
- tyrants' reorganisation of festivals with central focus in Athens and patronage of poetry and sculpture both glorified themselves and enhanced Athens' self-esteem, unity, prosperity and cultural status in Greece etc.
- Hippias' expulsion orchestrated by rival noble family (Alcmaeonids) and not sparked by any popular discontent etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B**05 Who does Aristotle mean by ‘the barbarians’ (line 1)?**

Persians / Medes [1]

(1 mark)

06 In what circumstances had ‘these ships’ (line 1) been built? Make two points.

TWO of e.g. Themistocles [1], (apparently) in competition with Aristides [1], persuaded Athenians to build ships using surplus from silver mines [1], contrary to proposal to distribute it among people [1], by allocating it to richest men (for unspecified purpose) [1]; Athens in dispute with nearby island / Aegina [1]; Xerxes / Persians preparing expedition against Greece [1] etc.

(2 marks)

07 What was the penalty for being ostracized? Make two points.**TWO** of: exile [1] for 10 years [1] without loss of property [1]

(2 marks)

08 ‘Ostracism was of little importance in the Athenian democracy.’ How far do you agree with this statement? Give the reasons for your views.Judgements may be supported by discussion of range (but **not** necessarily all) of e.g.

- potentially gave considerable power to people: each year had opportunity to vote in assembly for one ostracism, which then gave people opportunity, voting together in tribes in agora, to exile for 10 years prominent leader of their choice, subject to quorum of 6000; made leaders directly accountable to people; was weapon against rise of tyrants and means to end factional in-fighting such as had arisen between Cleisthenes and Isagoras to detriment of popular will after Hippias’ expulsion etc.
- problem that not all Athenians literate and system could be abused with prefabricated *ostraka* etc.
- though said by Aristotle to have been introduced by Cleisthenes, not used (successfully) till 487 BC; Aristotle says this occurred because people had greater confidence after victory at Marathon; used 3 consecutive years against supporters of tyrants (Hipparchus, Megacles and another), in following year against Alcmaeonid Xanthippus, and 2 years later (as passage) against Aristides etc.
- in run-up to second Persian invasion, those ostracised recalled, presumably because of fears of treachery etc.
- thereafter used only sporadically (Themistocles, Cimon, Thucydides) with final use in corrupt ostracism of Hyperbolus 417 BC etc.
- after Ephialtes’ reforms at least people able to hold leaders accountable through *euthuna* and trials in lawcourts (linked to specific issues and any number possible in a year), and at some point in later 5th century became possible to challenge decisions of assembly by use of *graphe paranomon* in court (with advantages as above) etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

09 How important for the development of Athenian democracy was the period between 483 and 460 BC? Give the reasons for your views.

You might include discussion of:

- **the creation of the Athenian fleet and its successes**
- **the Old Oligarch's views on the relationship between naval power and democracy**
- **the changing power of generals (*stratego*), archons and the Areopagos**
- **the circumstances and effects of Ephialtes' reforms.**

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

- fleet, rowed predominantly by *thetes*, defeated Persians at Salamis, thus setting scene for formation of Delian League and Athenian Empire
- as a result Athenian foreign policy and wealth dependent upon *thetes*, who therefore, as Old Oligarch concedes, were justified in exercising power by means of the democracy; therefore other factors apart from ownership of land became signifiers of status and political value in Athens etc.
- with frequent naval operations overseas, power and patronage of *stratego*, directly elected by tribes annually and eligible for re-election, increased while archons, selected by lot after 487 BC, declined in importance and Areopagos lost its position of over-riding authority (which, according to Aristotle, it had increased during the period of the Persian invasions) etc.
- Ephialtes prosecuted individual members of Areopagos for corruption and then while opponent Cimon absent on campaign with hoplites in support of Sparta passed reforms which stripped Areopagos of its political power and redistributed it to Assembly, Council and lawcourts; Assembly open to all citizens over 18 / 20 discussed and passed all legislation; lawcourts open to all citizens over 30 held to account all individuals who held power etc.

Comparisons with achievements of other reformers outside this period, e.g. Solon, Cleisthenes, Pericles etc. are not required but should be given credit where relevant to judgement directed at question.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

- 10 **‘Solon was more concerned to establish good order in society as a whole than to establish rights for individuals.’**

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

You might include discussion of:

- **the problems Solon was trying to solve**
- **his aims as expressed in his poetry**
- **the Shaking-off of Burdens (*seisachtheia*)**
- **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**
- **what Solon did not change.**

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

- politics / judicial process entirely in hands of Eupatridae, small number of elite families who owed pre-eminent position to 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; Draco’s laws excessively harsh and no means of redress; 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 poor did not guarantee fundamental right; all this deeply resented by poor; problems perhaps exacerbated by series of poor harvests, selling abroad by rich of basic foodstuffs in exchange for luxury goods; rise of hoplite class etc.
- poetry e.g. ‘I gave to the people as much esteem as is sufficient for them’, ‘did not allow either to win an unjust victory’, ‘people will best follow their leaders if they are neither unleashed nor restrained too much’, ‘nor was it my pleasure ... that the bad should have equal shares with the good’, ‘providing straight justice for each man’, ‘I turned about like a wolf among dogs’, ‘I stood in the middle ground between them like a marker’ 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 in compulsory employer-employee relationship, established principle that citizenship could not be taken away because of economic hardship and 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 distribute land, so opportunity to move up classes and increase political participation severely limited etc.
- political opportunities and duties to be based on agricultural wealth rather than birth; archonship and Areopagos open to slightly wider class of *pentacosiomedimnoi* (and ? *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 given some say in political process etc.
- third-party redress enabled any citizen who wished to take legal action on behalf of those who had been wronged / to prosecute crimes affecting whole community and so made justice a matter for whole *polis* rather than personal / family one; established

graphai as means of dispute regulation / management; gave more protection to poor etc.

- checks on power of ruling class provided by right of appeal against decision of archon in front of people in *heliaia* (Assembly sitting as jury) establishing principle that magistrates not infallible and should be accountable to community as whole etc.
- abolished harsh Draconian laws except for homicide; published fairer laws with punishments graduated to fit crime on *axones / kurbeis*, restricting arbitrary exercise of power by ruling class; 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.
- did not reduce power of clans and Ionic tribes etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

- 11 ***'Aristophanes' Wasps provides a more scathing criticism of Athenian democracy than the Old Oligarch does.'***

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

You might include discussion of:

- ***the circumstances in which Wasps was produced***
- ***Aristophanes' portrayal of Philocleon and the Chorus***
- ***the arguments that Philocleon and Bdelycleon put forward***
- ***the mock-trial***
- ***Aristophanes' targets in the rest of the play***
- ***the nature of the source known as the Old Oligarch***
- ***the Old Oligarch's assumptions and attitude towards the Athenian democracy***
- ***particular arguments the Old Oligarch makes.***

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

- *Wasps* produced at Lenaea 422 BC with primary aim of winning prize for comedy; traditional in Old Comedy to satirise all aspects of Athenian life including politics and to lampoon prominent individuals in a topsy-turvy world in which normal rules of logic, causation and consequence do not apply; extreme ridiculing of institutions e.g. lawcourts and of individuals e.g. Cleon in this fantasy context enabled heat to be taken out of contentious issues / personalities without fear of serious consequences; in particular portrayal of Cleon reflects sensible fears about way democratic systems intended to benefit whole community might be corrupted by populist individuals acting in own interest, but cumulative effect of Aristophanes' outrageous vitriol may seem to be comically unhinged rather than dealing fatal blow either to him or to system that creates him, especially as Aristophanes takes on Cleon's own rhetoric as defender of the people; *Wasps* apparently brought about no serious debate about adequacy of legal procedures and had little effect on Cleon's popularity etc.
- Philocleon's and Chorus' eagerness to participate in juries and extract harsh punishment from anyone found to be profiting at people's expense fundamentally good, but ludicrously exaggerated by Aristophanes into dangerous obsession motivated by vindictiveness rather than justice and fuelled by flattering attentions of 'demagogues' who despite rhetoric want to eliminate rivals rather than protect people; absurdity reaches apogee / nadir in domestic mock-trial of dog for not sharing stolen cheese

- conducted *in camera* for private amusement rather than in open court for public benefit etc.
- Philocleon argues juries composed of ordinary citizens have final say and ultimate power, correctly, though some of details he gives rather disturbing; Bdelycleon's argument, ironically as rhetorical and specious as any Cleon might have given, uses dubious statistics to support appeal to self-interest and profit rather than justice etc.
 - final third of play has little directly to do with functioning of Athenian politics (though we hear about Creon and cronies aping aristocratic behaviour at symposium) but mocks old peasant Philocleon's inability to learn sophisticated behaviour and transformation into obsessive and irresponsible reveller, inversion of normal assumptions about gaining wisdom and maturity with age etc.
 - exact context of Old Oligarch's pamphlet unknown but perhaps addressing group of perhaps foreign oligarchs who are proposing intervention to overthrow Athenian democracy and attempting to dissuade them from doing so on grounds of self-perpetuating stability of democracy despite its alleged moral flaws in relation to upper-class values etc.
 - argument based on assumption that society divided into 2 groups, each with different values and aspirations which conflict with the other's, and that democracy, rule of common people, will inevitably damage upper-class interests (Aristophanes does not imply such a fundamental conflict but suggests all would be harmonious were it not for machinations and greed of individuals, exaggerated as lower-class parvenus, and people's gullibility) etc.
 - Old Oligarch refers to upper class with expressions of moral approbation and poor with pejorative labels; therefore initially puts forward view that might be thought wrong to allow everybody to participate since it brings about bad government
 - however he counters this view by
 - conceding that rule by elite would be self-interested, benefiting them but harming majority
 - claiming that goodwill of majority despite their moral weaknesses is more beneficial to state than ill-will of minority since it will produce greater stability
 - justifying power given to *thetes* on grounds that they row ships on which Athens' power and wealth rests 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	2	-	2
02	3	-	3
03	5	5	10
04	8	12	20
TOTAL	18	17	35

Or
Option B

	AO1	AO2	TOTAL
05	1	-	1
06	2	-	2
07	2	-	2
08	5	5	10
09	8	12	20
TOTAL	18	17	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
10	12	18	30
TOTAL	12	18	30

Or
Option D

	AO1	AO2	TOTAL
11	12	18	30
TOTAL	12	18	30

OVERALL

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