



**General Certificate of Education
June 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.

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INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the student uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

Information in round brackets is not essential to score the mark.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- determine the mark from the mark range associated with that level, judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of students after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Students are **not** necessarily required to respond to all the bullet points in order to reach Level 5 or Level 4, but they should cover a sufficient range of material to answer the central aspects of the question.

QUALITY OF WRITTEN COMMUNICATION

The Quality of Written Communication will be taken into account in all questions worth 10 or more marks. This will include the student's ability

- to communicate clearly, ensuring that text is legible and that spelling, punctuation and grammar are accurate
- to select and use an appropriate form and style of writing, and
- to organise information clearly and coherently, using specialist vocabulary when appropriate.

LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

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

LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

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

LEVELS OF RESPONSE FOR QUESTIONS WORTH 30 MARKS

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

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Mark Scheme
Unit 1B Athenian Democracy

Section 1

Option A

01 What were the problems in Attica when Solon came to power? Make five points.

FIVE of e.g. fear of *stasis* / uprising / tyranny (1) because conflict between rich and poor / deep discontent among poor (1) because

- poor excluded from politics etc. / power in hands of / (political / judicial) decisions made by nobles / aristocrats / Eupatridae (1) who held (annual) archonship (1) and then gained membership of Areopagos (1) for life (1) with vague / wide-ranging powers (1) with no mechanism for being held to account (1)
- Draconian laws excessively harsh / imposed death for all crimes (1) and provided no means of redress (1)
- all land controlled by nobles (1) *hektemoroi* / sixth-parters had to pay one-sixth of produce to landlord (1) loans on security of person (1) so failure to repay led to slavery (1) and citizenship for poor did not guarantee fundamental right (1) debt widespread because of poor quality land (1) and (?) series of bad harvests (1) basic foods sold abroad by rich (1)
- rise of hoplite class who fought for city but excluded from office (1)

(5 marks)

02 To what extent do you think that the way Solon boasted about his Shaking-off of Burdens (*seisachtheia*) in this passage was justified? Give the reasons for your views and support them with details from the passage.

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

- *seisachtheia*: abolished all existing debts; banned *epi somati* loans for future
- Solon on defensive responding to criticisms from both sides that his moderation had satisfied neither; therefore emphasises reforms carried out before whole assembled people (line 1) and completed all he promised (lines 2, 18), though did not redistribute land as poor wanted etc.
- poetry standard means of political expression at time, though context of delivery unknown whether at public gathering or aristocratic club etc.
- appeal to gods (line 4) strong attempt to legitimise his actions, particularly reference to Black Earth (line 5) so that freeing of peasants emotively viewed as freeing a previously sacrilegiously enslaved goddess etc.
- not clear whether many peasants were literally enslaved, whether there was sudden increase in economic hardship, or whether peasants simply dissatisfied with obligations to rich which, though traditional and economically bearable, were felt to bring no benefits in return and were increasingly seen as symbol of unwanted dependence; certainly seems to have been case that debts could be on security of person and that failure to repay liable to lead to slavery; therefore Solon justified in emphasising *seisachtheia* as fundamental to his reforms, providing fresh start, enabling peasants to own outright land which was sole source of their economic well-being, establishing principles that no citizen could legally be compelled to work for another or lose citizenship because of economic hardship, and making clear distinction between free men and slaves on which his new classes depended etc.

- unclear exactly what the markers (line 6) indicated but they seem to have been humiliating and a resented public demonstration of dependence, and so powerful image for Solon to use etc.
- unknown how many Athenians had gone abroad, how Solon brought them back or what provision he made for them when they returned; much rhetorical exaggeration here ('no longer spoke Attic', 'wandering', 'fearing whims of masters' etc.) and some lack of logic (why would he bother with those who had been 'justly' (line 10) sold?) in issue that does not seem to be at heart of discontent and, if repatriation widespread, would have caused considerable problems etc.
- repeatedly appeals to 'justice' to justify what he has done, but of course problem was that nobles thought they had lost what was rightfully theirs, and poor that they had not been given all that was rightfully theirs etc.
- because Solon did not solve underlying economic problems and remove other ways in which elite could control peasantry through clans and Ionic tribes, did not remove conditions in which tyranny could emerge, so emphasis on freedom only partly justified etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

03 In his other reforms, how successful was Solon in creating a fairer society? Give the reasons for your views.

You might include discussion of

- **third-party redress**
- **the right of appeal**
- **changes to the laws and how Solon publicised them**
- **the qualifications for Solon's new classes and their political significance**
- **what Solon did not change**
- **what happened when Solon left Attica.**

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

- third-party redress: 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 whole *polis* rather than individuals / families; established *graphai* as means of public dispute regulation / management; gave greater protection to poor etc.
- right of appeal against decision of archon provided check on power of ruling class in front of *heliaia* (Assembly sitting as jury); established principle that magistrates not infallible and should be accountable to community as whole etc.
- harsh Draconian laws except those for homicide abolished and fairer laws with punishments graduated to fit crime displayed on *axones* / *kurbeis* in agora, where could be referred to by those who were literate; restricted arbitrary exercise of power by ruling elite; ban on export of agricultural produce except olive oil improved well-being of poor while restricting activities of ruling class which damaged community as whole etc.
- political opportunities and duties to be based on agricultural wealth rather than birth; archonship and Areopagos open to slightly wider class of *pentacosimedimnoi* (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; poetry shows Solon did not believe rich and poor should have equal responsibilities etc.
- did not redistribute land or reform clans / Ionic tribes so poor still dependent on elite by whom could be pressurised / manipulated and Solon's aim of *eunomia* not achieved etc.

- problems concerning archonship – *anarchia*, Damasias; rise of factions under Megacles, Lycurgus, Peisistratus etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

- 04 Outline the situation which has led to this debate between Philocleon and Bdelycleon. Make five points.**

FIVE of e.g. Bdelycleon has imprisoned Philocleon in house (1) because of his addiction to serving on juries / to prevent him serving on jury (1) Philocleon has attempted to escape (1) Chorus have arrived to pick Philocleon up (1) try to help him escape (1) which leads to fight (1) Bdelycleon offers to negotiate (1) but is accused of being a monarchist / conspirator (1) so claims all he wants to do is give father good life (1) and that Chorus / Philocleon being treated like slaves (1) Philocleon replies that has supreme power (1) Bdelycleon says Philocleon makes no personal profit from empire (1) Philocleon and Bdelycleon agree to let Chorus decide (1) Philocleon asks for sword / says will commit suicide if loses (1) and will never serve on jury again (1) etc.

(5 marks)

- 05 In the Athenian democracy in real life, how important was oratory (the ability to make a persuasive speech in public)? Give the reasons for your views.**

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

- all decisions made in Assembly, open-air meeting of about 6000 citizens who voted on basis of speeches just heard; anyone eligible to speak, but in practice probably limited to rich who could afford education and came from families with high profile of public involvement; no political parties so power dependent on ability to persuade on each occasion etc.
- by *graphe paranomon* decisions reached in Assembly could be challenged in lawcourts, but challenger and defendant would again have to speak in person to persuade large jury etc.
- similarly, all public officials subject to *euthuna* and so liable to prosecution in lawcourts but prosecutor and defendant had to speak in person (possible for another to write speech) to persuade jury, who would vote on basis of speeches without discussion, professional legal advice or strict controls on admissibility of evidence; wealthy could use their performance of liturgies for benefit of *polis* as evidence of their patriotism etc.
- generals (*strategoí*) directly elected and so oratory skills presumably played a part along with their success on campaign etc. but members of *Boule* and most other officials chosen by lot from those who volunteered with no need for oratorical skill etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- 06** *'Aristophanes' main aim in The Wasps was to make fun of old men for being incompetent both politically and socially.'*
How far do you agree with this statement? Give the reasons for your views.

You might include discussion of

- *Aristophanes' portrayal of Philocleon and the Chorus*
- *the way Bdelycleon treats Philocleon and the arguments he uses*
- *the mock-trial*
- *the preparations for the drinking party and Philocleon's behaviour after it*
- *other aims and targets Aristophanes had in The Wasps.*

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

- absurdity of role reversal: father, assiduously performing civic duty as juror as he sees it, grounded for own good by son who regards it as unhealthy obsession / dangerous addiction caused by corrupting influence of the likes of Cleon who he believes are manipulating the credulous old for their own financial profit and destruction of their personal enemies etc.
- Philocleon's belief that in total control, supported by some dubious examples of advantages he gains rather than by any appeal to public-spiritedness, shown to be naïve in Bdelycleon's speech which, ironically as rhetorical and specious in its use of statistics as any Cleon or other 'demagogue' may have made and again based on self- rather than public-interest, convinces Philocleon to commit suicide Ajax-style and to carry on his obsession in a trial in safety of home, apparently harmlessly but undermining whole basis of Athenian justice carried out in open public trial before representative sample of peers and revealing how easily misled Philocleon is etc.
- preparations for drinking-party mock pretensions of rich and their taste for exotic foreign (even enemy) luxuries, as well as ridiculousness of peasant who aspires to ape them; as result of this induction, Philocleon turns into anti-social, binge-drinking, sex-crazed reveller (i.e. Bdelycleon, who had originally treated Philocleon as child, has by his actions turned father into stereotypical hoody) who anarchically threatens to destroy upper-class decorum, democratic rule of law and household of which he should be head – though probably little is to be taken seriously as comedy spins to its finale with Philocleon's bizarre gymnastics (somewhat at odds, for those in audience who have been paying attention, with his earlier claim to Chorus that he's not as quick-footed as he was in his youth) etc.
- Chorus: exaggerated caricature of old farmers whose glory days at Marathon and Naxos are long since past, not concerned with justice but only with pay and anything else they can get, in the thrall of Cleon and easily fooled despite their belief in their own alertness etc.
- other targets include Cleon (despite Xanthias' denial) and more generally way in which all are motivated by self-interest rather than by that of community as whole or moral concerns, including himself as his appeal to audience presenting himself as people's champion against corruption mimics Cleon's rhetoric; perhaps attack on way lawcourts operated; primary aim to win first prize through unexpectedness, outrageousness, extreme flights of fantasy etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

- 07 **'Cleisthenes' main aim in his reforms was to reduce the dangerous competitiveness between nobles in Athenian politics.'**
How far do you agree with this statement? Give the reasons for your views.

You might include discussion of

- ***Cleisthenes' own experiences in coming to power***
- ***demes and demarchs***
- ***reorganisation of the tribes***
- ***the Council (Boule)***
- ***generals (stratego)***
- ***ostracism***
- ***what Cleisthenes did not change***
- ***other aims Cleisthenes may have had.***

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

- in gaining power, Cleisthenes involved in bitter feud with another aristocrat Isagoras; Isagoras gained aristocratic support in political clubs, so Cleisthenes retaliated by taking people into his faction by promising them power; to which Isagoras responded by bringing in foreign force led by King Cleomenes of Sparta, exiling Cleisthenes and other Alcmaeonids, and attempting to dissolve Council in favour of narrow oligarchy, and only successful siege of Isagoras and Cleomenes on Acropolis by people enabled Cleisthenes to be recalled and take power etc.
- reorganisation of demes as basic unit of Athenian political system minimised aristocratic patronage and power over phratries since citizenship now guaranteed by membership of deme, determined locally initially on basis of residence / land ownership, hereditary, part of citizen's name, supervised by demarch appointed annually and accountable; demes provided local government so noble influence over local affairs reduced; deme assemblies and other local institutions provided opportunities for political experience by wider range of citizens, who would therefore have greater confidence and expertise at *polis* level, reducing noble power and competitiveness nationally; clear stable system linking deme with *polis* as whole etc.
- formation of 10 new artificial tribes based on demes, allocated by means of groupings in *trittues*, broke power of clans and old Ionic tribes; new cults and military functions increased cohesion of new tribes, loyalty of which to *polis* rather than local aristocrats; treated Attica as single political entity; made it very difficult for individual to seize power; ? some gerrymandering in allocation of *trittues* to tribes but 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 to remove competitiveness with maximum service of 2 not consecutive years to ensure wide participation; major task of *Boule* to set agenda for Assembly and so increased importance of latter as decision-making body where competitiveness took form of verbal persuasion; role of *prytaneis* under Cleisthenes unknown but general principle of administration by groups rather than competing individuals etc.
- generals (*stratego*) elected annually one per tribe, and so this office became focus of competitiveness, but always accountable to people and liable to prosecution etc.

- ostracism gave power to people to exile for 10 years a prominent leader of their choice subject to quorum of 6000; was weapon against potential tyrants and provided means of removing leaders regarded as potentially dangerous to Athens' stability etc.
- archons with powers unchanged still from *pentacosimedimnoi* (and ? *hippeis*) and composition and duties of Areopagos (except in so far as ostracism removed one aspect of guarding constitution) unchanged; no change to Solon's classes etc.
- other aims such as preventing tyranny, increasing unity etc. and how these link to reducing competitiveness etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

08 **To what extent did class divisions in Athens become less important during the 5th century BC? Give the reasons for your views.**

You might include discussion of

- **the effect of the wars with Persia and of the creation of the fleet**
- **Ephialtes' redistribution of powers**
- **how far class restrictions on participating in politics and holding political office were retained or changed during the 5th century**
- **lot and pay**
- **how political leaders were held to account**
- **liturgies**
- **the views expressed by the Old Oligarch and in Aristophanes' *The Wasps*.**

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

- victory of *zeugitai* as hoplites over Persians at Marathon increased their political confidence and according to Aristotle led to first uses of ostracism etc.
- fleet of triremes required large numbers of rowers from *thetes* class, who for first time played significant role in defence and expansion of Athens by defeating Persians at Salamis and providing means by which Delian League could be expanded and controlled; ownership of sufficient land to be able to afford one's own military equipment no longer requirement for involvement in war and politics; Old Oligarch regards this as justification for democracy in Athens and gives other roles citizens from lower classes able to perform throughout empire; Bdelycleon in *Wasps* gives comically adjusted statistics of income that accrued to Athens from empire as a result of *thetes'* service etc.
- though Aristotle claims an increase in authority of Areopagos during Persian Wars, from 487 archons (still only *pentacosimedimnoi* and ? *hippeis*) selected by lot, which perhaps meant that competitiveness and prestige moved to *stratego*i (also usually upper class but accountable to all through annual election and *euthuna*), for whom Delian League provided increasing opportunities for conspicuous success and popularity, so that authority of archons and Areopagos diminished etc.
- Ephialtes took advantage of this to prosecute some individual members of Areopagos for corruption and, while rival Cimon absent, to transfer all political powers from archons and Areopagos to Assembly, lawcourts and *Boule* of 500; Areopagos left only as court for murder and other religious offences, archons as administrative officials, and 457 BC *zeugitai* (though not officially *thetes*) became eligible etc.

- Assembly became major decision-making body, open to citizens of all classes; even if only better off exercised right to speak, all decisions subject to vote of up to approximately 6000 present; unknown how representative a sample of Athenian society this was, but the poorer and more distant a citizen was, the greater his difficulty in attending; pay for attendance not introduced until very end of 5th century etc.
- jury service also open to citizens of all classes, paid 2 obols by Pericles, 3 by Cleon; used to hold political leaders to account as well as when decision in Assembly challenged by *graphe paranomon*; *Wasps* implies juries composed of old men, apparently *zeugitai* as look back to Marathon and on land at Naxos, but unclear how far this distorted for comic effect etc.
- *Boule* theoretically excluded *thetes* but selection by lot, payment and large numbers required would not have discriminated against *zeugitai*, and in effect sub-committee of Assembly with all their proposals being subject to ratification by Assembly etc.
- very wealthy compelled to fund liturgies for benefit of state, but could use these as means to gain support and, if taken to court, as proof of their patriotism etc.
- Solon's classes never modified / abolished but according to Aristotle could be ignored etc.
- Old Oligarch assumes society divided few rich of noble birth and high morals against many poor with little moral sense, but not much evidence to suggest application of this standard model to Athens has much justification since Ephialtes himself seems to have been only violent casualty of his apparently very radical reforms and apart from very brief periods for very specific reasons there does not seem to have been much support for oligarchy – to different degrees all classes were united by opportunities and wealth provided by empire etc.
- though Aristophanes exaggerates lowliness of Cleon's origins (capital for setting up tanning business ? came from surplus derived from land ownership, which ? continued to be basis of his wealth), clearly assumes possibility that men of more humble origin could gain power, though seems to agree with Old Oligarch's prejudice that those who do will demonstrate lack of moral integrity 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	5	-	5
02	5	5	10
03	8	12	20
TOTAL	18	17	35

Or
Option B

	AO1	AO2	TOTAL
04	5	-	5
05	5	5	10
06	8	12	20
TOTAL	18	17	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
07	12	18	30
TOTAL	12	18	30

Or
Option D

	AO1	AO2	TOTAL
08	12	18	30
TOTAL	12	18	30

OVERALL

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