



**General Certificate of Education
June 2013**

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 For what reasons was the Delian League originally established? Make three points.

Three from: through fear of Persia (1) / to keep up pressure on Persia (1) / take revenge on Persia (1) / through Athenian self-interest (1) / for security (1) / for recompense for losses in the Persian Wars (1) / problems with Sparta (1) / freeing Ionian Greeks (1).

(3 marks)

02 What was ‘the original constitution of the League’ (line 9)? Make two points.

Two from: an organization of allies who were (at least theoretically) equal (1) / although Athens was leader (1) / who would meet in congress at Delos (1) / where the treasury was to be held (1) / overseen by Hellenic Treasurers (1) / appointed by Athens (1) / to collect money (1) / and/or ships (1) / to ‘ravage the territory of the king of Persia’ (1) / nobody was allowed to leave (1).

(2 marks)

03 What do the Athenians’ actions described in the passage suggest about their attitude to the Delian League in this period?

Discussion might include: *Siege of Eion*: ‘occupied by Persians’ indicates that the Athenians had in mind the original aims, i.e. to hit back at Persia and those who supported her; ‘made slaves of the inhabitants’ indicates there were no half-measures; does this include non-Persians? If so, presumably this is going beyond the remit; *Scyros*: no mention of Persians, just Dolopians; similar harsh treatment to Eion; ‘colonized the island themselves’ suggests looking to their own interests as much as the League’s; credit for knowledge that the Dolopians on Scyros were pirates, so the League members would have presumably approved and seen this action as in their interests (but credit for students who note that Thucydides does not specifically state that Eion & Scyros were *league* operations); *Carystians*: no reason given in passage, but approval of Euboeans suggests no problem re Athens’ attitude to the League; credit for suggesting that, as ex-Persian allies, Carystos was a danger to the League; note no reference to what the terms were; sounds less brutal than treatment of Eion/Scyros; *Naxos*: note ‘forced back to allegiance’; does this represent interests of League as a whole, or threat to individual members (or both)? - ‘original constitution was broken’ gives us Thucydides’ view; ‘allied city lost its independence’ – presumably not something the allies had foreseen; last sentence – suggests things were to get worse for allies.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

04 To what extent did the Athenians keep to the original aims and arrangements of the Delian League in the years between the rebellion of Naxos and the moving of the League's Treasury? Give reasons for your answer and refer to the books of Thucydides you have read.

You might include discussion of:

- **the battles of Eurymedon**
- **the revolt of Thasos**
- **the reasons Thucydides gives for changes**
- **the reasons for Athenian involvement in Egypt**
- **the influence of Cimon and Pericles on events.**

Factors to consider in making this judgement might include some but not necessarily all of the following:

- *Eurymedon*: 468 BC: victory under Cimon effectively cleared coast of Asia Minor of Persians ('most costly campaign of League'); Persian army still intact but tended from now on to keep away from League interests; suggests action well in line with aims of League **but** Athens' use of spoils from the victory to rebuild Acropolis walls and start Long Walls may be interpreted differently
- *Thasos*: revolted in 465 BC: credit for bringing out differences from earlier Naxos rebellion (Persian threat continuing at time of Naxos; her secession arguably more threat to League capabilities rather than Athens' personal interests); Thasos one of largest contributors (very rich because of mines); announced was leaving League as job done after Eurymedon; lengthy siege by Athenian navy, nearly bringing Sparta into conflict; very harsh treatment after 3 year siege (confiscation of her navy, demolition of city walls, seizure of mine etc.); hard to justify in terms of stated aims of League
- *Sparta*: siege of Aegina suggested change of League priority: now aimed at neutralizing Sparta rather than Persia?; only problems at home had already stopped Sparta intervening to support Thasos, while the Athenian alliance with Megara (460) against Corinth had further ramped up tensions; long-term good will from Sparta towards Athens was finally destroyed by Athens besieging Aegina, then forcing her to join the League in 458/7
- *Egypt*: disaster for league – but was it in line with League's aims? Libyan King organized defection of most of Egypt from Persian rule and called for Athenian support (seems sensible for League to be involved); initial moves by her fleet successful taking over most of Memphis; splitting of her resources to fight other campaigns (v Aegina, Sparta etc.) soon turned Egyptian campaign into stalemate; despite Sparta refusing Persian call for help, but Persian leader Megabazus defeated League on land and forced retreat of navy; disastrous end to 6 years of war, forcing Athenian retrenchment, move of Treasury, end of allied meetings – basically end of any pretence of a League of allies; now Athenian Empire pushed by defeat in Egypt & new leadership aims to focus on Sparta
- *Cimon/Pericles*: Cimon basically pro Sparta so League under him (up to 460) maintained original aims to a degree; (Thucydides blames early revolts on allies' 'failures to produce the right amount of tribute', Athens' insistence on obligations being 'exactly met' etc. while the Athenians took on 'more than their fair share' of the fighting, so credit for balanced views here): conflict with Periclean party at home and his eventual replacement by anti-Sparta Pericles changed direction of League; after 460 the alliance with Megara, attack on Aegina, conflict at Tanagra all suggested Pericles saw the League as a weapon against Sparta rather than Persia.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

05 *Where was the allies' tribute originally kept and where was it later moved to?*

Delos (1) and Athens (1)

(2 marks)

06 *In what year did this move take place?*

454 (BC) (1) (allow mid 450's or early 450's)

(1 mark)

07 *What penalties were implied in the inscriptions you have read for those allies who did not deliver their tribute? Give two details.*

Two from: deprived of civic rights (1) / property confiscated (1) / fined (1) / be 'destroyed' (1) / put on trial (1) / lost fleet (1).

(2 marks)

08 *What advantages and disadvantages might the measures described in Passages A and B have brought to both the Athenians and their allies?*

Discussion might include: **A:** identification tokens: stops allies defrauding League by claiming to have paid when they haven't, but also would stop Athenians claiming allies haven't paid when they have; writing amount of tribute would prevent any argument over whether the right amount has been sent; sealing it would prevent any removal en route so that if the wrong amount was sent that would be clearly the fault of the sender; public opening (presumably in front of the Council) would ensure the Athenians could not claim the money wasn't all there if it was; all in all quite fair to both sides. **B:** forbidding of allies from minting coins strikes at sovereignty, as does instruction to use Athenian currency; on the other hand a common currency would make trade easier for all, including the allies; adopting Athenian weights & measures seems less contentious; everyone would then know where they were, regardless of whether they were buyers or sellers; punishment for non-compliance indicates Athens is calling the tune and again threatens allies' sovereignty; the offer to exchange currency seems fair on the surface but there is no mention of any exchange rate; possible opportunity for Athenians to abuse allies?

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

09 **'Athens was ruthless and efficient in dealing with revolts by her allies between 470 and 439 BC'. How far do you agree? Give reasons for your answer and refer to Thucydides Book 1 and the inscriptions you have read in The Athenian Empire.**

You might include discussion of:

- **the revolts of Naxos and Thasos in the 460s BC**
- **Erythrai and Miletus, probably in the 450s BC**
- **Kolophon and Khalkis, probably in the 440s BC**
- **Boeotia, Euboea and Megara in 446/5 BC.**

Factors to consider in making this judgement might include some but not necessarily all of the following:

- **Naxos/Thasos:** **Naxos:** tried to leave League in 469 BC while Persia still a threat; vital ship-making part of League; Athens refused to accept; Naxos continued; siege put in place; Naxos defeated and 'forced back to allegiance'; some sources suggest Naxos had to tear down its walls, as well as losing its fleet and vote in the League (not certain however, may be based on Thasos). **Thasos:** slightly different; after Eurymedon, immediate Persian threat lifted; reasonable for ally to ask to leave at this point? Immediate cause was dispute over mines in 465 BC; Athenian fleet besieged Thasos for 3 years, winning victory (as anticipated Spartan help for Thasos did not arrive); walls demolished & navy surrendered; ordered to 'pay an indemnity immediately' and resume tribute payments; also to give up rights to disputed mine; fairly harsh but at least seem to have (if only technically) remained independent
- **Erythrai/Miletus:** **Erythrai:** appears to have threatened rebellion in about 453 BC; inscription suggests links with Persia so perhaps need to make example? Punishment included setting up of democratic council (credit for showing understanding of pressure Athens as a democracy was under when dealing with non-democratic allies); mention of 'garrison commander' suggests continuing Athenian military presence; new Council made to swear oath of allegiance to Athens (with 'destruction on themselves and their children' if they break it); oath set up in public (stone stele on Acropolis) for all to see; fairly drastic stuff but attempt to bring order as well as punishment (new law regarding murderers) and seems to have settled (lists show Erythrai resuming tribute payments by 449 BC); 'efficient' but short of 'merciless'? **Miletus:** it appears by Archon's name that here was trouble in 450 & the setting up of a garrison suggests rebellion; seems to have paid tribute in years up to 451 but not in 450; from inscription, 5 men are to be chosen to rule (possibly attempt to bring in democracy); cannot say much more but looks similar approach to Erythrai
- **Kolophon & Khalkis:** **Kolophon:** probably from early 440s BC as disappears from tribute list from 449-446, then pays only half; presumably they revolted (or threatened to) – forced to swear oath not to act as Erythrai had – and to take on democratic form of government ('I will not subvert democracy at Kolophon'); apart from threats if they break oath and the usual setting up of the oath in a public place, no mention of any severe measures (but may be lost); does the 'settlers sent to Kolophon' indicate a cleruchy? **Khalkis:** much fuller account available; seems to date from 446 when we know there were problems in the area (probably involving a full revolt by Khalkis); by this time no pretence it is 'the Delian League' calling rebel member to order (references all to 'The Athenian People'); but terms seems to suggest less dramatic intervention; no mention of garrisons, imposed government, settlement of citizens etc.; basically Khalkians are to promise to be good in which case Athens 'will not expel Khalkidians' or 'uproot their city' (sign of weakening of Athenian power at this time?); suggestion that hostages will be taken to guarantee good behaviour; once again the oath will be publicly displayed with tough punishments for disobedience (deprived of civil rights & property confiscated)

- *Boeotia/Euboea/Megara*: very different situation; oligarchic factions among allies taking advantage of growing weakness of Athens who was occupied with problems with Sparta; Thucydides tells of almost simultaneous rebellions in 446/5 BC; Boeotians rose up first; Athenian force soon subdued them, enslaved inhabitants and left garrison; on way back Athenians defeated and forced to give Boeotia back to Oligarchs; presumably inspired by this Euboea revolted; Pericles took army there only to be informed Megara (who had only recently formed an alliance with Athens) had also revolted, destroying their Athenian garrison; Megara had support from Peloponnesians so Pericles put focus on recapturing ahead of Euboea; after mixed fortunes he returned to Euboea and ‘subdued the whole island’; one city Hestiaea was depopulated and resettled by Athenians; other terms not clear; but Athenian hold over both Euboea and Megara ceded in terms agreed with Sparta in 446/5.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

10 **‘Speeches made by Athenians show a consistent lack of concern for the rights of others’.**

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 Athenian Delegation’s comments during the Debate at Sparta***
- ***Pericles’ words after the second invasion of Athens by the Peloponnesians***
- ***what Cleon and Diodotus said during the Mytilenian Debate***
- ***the Athenian views expressed during the Melian Dialogue***
- ***the Athenian responses during the Debate at Camarina.***

Factors to consider in making this judgement might include some but not necessarily all of the following:

- ***Debate at Sparta:*** (credit for setting context; Debate called because of Corinthian view that Athenian lack of concern for rights of others was threatening Greek stability); Athens had reps who ‘happened to be there’ & spoke off the cuff: ‘we shall make no reply to the charges’; led war v Persia ‘for the common good’; aim of speech ‘to show you what sort of city you will have to fight against’; Athens took the most risks so deserves the greatest rewards; she ‘did not gain this Empire by force’; in fact ‘allies .. begged us’; admit they ‘look to (their) own interest’ now; ‘weak should be subject to the strong’; in fact over-kindness to allies has led to them being ungrateful; it was ‘worse .. under the Persians’; finally don’t take us on or you will regret it
- ***Pericles:*** (credit for setting context; speaking under pressure of criticism at home when things going wrong; war/plague etc.); urges them to stick by their state; their own safety will then be more likely; he has always put Athens first; they rule by their navy; hence they have ‘an actual sense of (their) superiority’; admits ‘your empire is now like a tyranny’ and that ‘it may have been wrong to take it’ but that it would be ‘dangerous to let it go’; concludes that ‘Athens has the greatest name in all the world’; suggests all other are inferior and that Athens must bear ‘this burden of envy’; if he sees others as having rights, he doesn’t mention the fact

- *Mytilenian Debate*: (credit for setting context: 3 years after Pericles' speech; Mytilene has revolted; Athens is deciding how to handle the aftermath, having crushed the revolt); **Cleon**: admits Athens is a 'tyranny'; keeping control needs 'superior strength'; non-democratic states need democratic masters (contradiction?); action not talk speaks loudest; talks of 'the harm Mytilene has done' (no sense of case for reverse); Athens treated them 'with the greatest consideration' so any attempt to shake off Athenian rule must be 'calculated aggression'; their problem is 'arrogance' because Athens has treated them well; compassion should only be felt for 'people who are like ourselves'; to show mercy here would be 'passing judgement on yourselves'; so 'make an example of them' (i.e. kill them all). **Diodotus**: asks for 'fair argument', so is he more concerned with others' rights than Cleon? He urges that Athenians seek 'the right decision for ourselves'; he is happy for the Mytilenians to die if 'that is in your interests'; only bothered to see how 'Mytilene can be most useful to Athens'; questions the usefulness of wholesale capital punishment; bad example for others thinking of revolting (will hold out 'to the very end'); does say with free people one should 'take tremendous care of them' to prevent revolts; no room however for 'decent feelings'; better to 'act wisely for the future'; credit for any significance in the fact that Diodotus wins the argument
- *Melian Dialogue*: (credit for setting context; Melos was Spartan colony; Athens wished to neutralize threat in 416 BC as prepared to invade Sicily); Melians are at least offered a dialogue (acknowledging some degree of 'rights?'); Athens only interested in 'facts'; advises 'try to get what is possible'; 'the strong (Athenians) do what they have the power to do and the weak (Melians) accept what they have to accept'; Athenians are offering 'the preservation of your city' but refuse to accept a Melian offer of neutrality; Melians raise issue of 'fair play'; Athenians dismiss as irrelevant; Melians state they might win; Athenians warn against 'hope .. an expensive commodity'; Athenian conviction that gods have shown over time that they are on Athenian side; credit for totally impersonal nature of Athenian statements, more like giving advice on a minor matter than discussing life & death
- *Camarina*: (credit for setting context; the Syracusans and Athenians are seeking the support of Camarina); Euphemus responds to Syracusan points without apology; informs the Camarinians that only Athens stood against Persia; others 'chose to be slaves' so 'we..deserve the empire'; admits Athens is only here 'for our own security' and is in power 'because of fear'; suggests allies are only useful as 'a source of irritation to Syracuse'; points out that the Camarinians have a similar same self-interest; as long as they support Athens all will be fine; warns Camarina not to seek to frighten Athens into giving help ('it is not for you .. to act as schoolmasters ..'); finally, 'do not reject this security'; credit for looking beyond the rhetoric to examine whether Athens is as uncaring about the rights of Camarina as appears from first reading.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

- 11 **To what extent was the collapse of the Athenian Empire due to her involvement in Sicily and to what extent were other factors involved? Give reasons for your answer and refer to Thucydides Book 6.**

You might include discussion of:

- **the Sicilian expedition**
- **Athens' treatment of her allies in Sicily and elsewhere**
- **the involvement of Sparta in Sicily**
- **the role of Sparta after the Sicilian expedition**
- **Persian involvement in Greek affairs after the Sicilian expedition.**

Factors to consider in making this judgement might include some but not necessarily all of the following:

- *conduct in Sicily:* lack of foresight in undertaking expedition (already overstretched at home & elsewhere; confusion between whether motivation primarily quest for enrichment, political conquest or search for anti-Spartan base; underestimation of scale of task); lack of cohesion in preparation for expedition; disagreements between Alcibiades and Nicias; loss of Alcibiades early in campaign; hesitant approach of Nicias (his demand for recall refused; hence low morale); poor tactics at Syracuse resulting in call for reinforcements; navy sent under Demosthenes; always key factor previously **but** destruction of fleet (200 ships lost) at Battle of Great Harbour 413 BC; all contrasted with positive Spartan performance throughout (aided by Alcibiades); final straw was defeat of Nicias & Demosthenes (disagreeing over tactics) by Syracusans on land; ensuing death by starvation of 7,000 Athenian survivors effectively left city without army or navy
- *attitude to allies:* arrogant Athenian approach during Sicily expedition (credit for examples from Debate at Camarina); resulting lack of heartfelt support during fighting (e.g. poor performance of allies during key battles); recent history of allies wanting to rebel because of Athenian arrogance; destruction of fleet (and emergence of Sparta) encouraged many to do so; e.g. 412/411 Euboea, Lesbos, Chios & Erythraea all revolted at same time as Spartans & Persians preparing alliance but great recovery by Athens (aided by Samos) allowed recovery of Lesbos and (partially) Chios by Athens; situation balanced enough by 410 for Sparta to seek peace
- *Sparta in Sicily:* had never bettered Athens to a crucial degree until actions of Gylippus in Sicily; at Battle of Great Harbour in 413 BC Sparta (aided by Corinth) finally destroyed myth of Athenian naval invincibility; the ensuing loss at Epipolae (superiority of Gylippus on land & his Syracusan allies at sea) presaged the total destruction of the Athenians in the quarries of Syracuse
- *Sparta afterwards:* in strong position after damage to Athenian navy; aided by Athenian rebels (particularly fleet of Chios) and with promise of Persian support, seemed in a position to finish Athens off by 411 BC but failed to do so, choosing to sue for peace; Athens by then felt recovered enough to refuse (& even won major battle at Arginusae in 406); could have saved empire by not overstressing herself after this **but** became overconfident & beaten by Spartan fleet under Lysander, basically marking end of Athenian empire

- *Persia*: 411 Persian Satraps made alliance with Sparta; planned campaign involving disenchanted Athenian allies **but** Alcibiades, back on Athenian side, persuaded Persians to stand back and let Sparta and Athens produce a Pyrrhic victory for both sides; this allowed Athens to regain the initiative, defeating Sparta in 406; Persian Cyrus then put in charge of fleet; assisted Lysander in final destruction of Athenian fleet (and so ended the empire); credit for disentangling these various factors (Sparta, allies, Persia) and assessing the importance of each; also for weighing these against Athenian self-inflicted disasters (Sicily & her own continuing over-confidence).

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	3	-	3
02	2	-	2
03	5	5	10
04	8	12	20
TOTAL	18	17	35

Or
Option B

	AO1	AO2	TOTAL
05	2		2
06	1	-	1
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%