

# A-LEVEL

# CLASSICAL CIVILISATION

CIV2D Athenian Imperialism

Mark scheme

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2020  
June 2014

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Version/Stage: Final v1.0

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from [aqa.org.uk](http://aqa.org.uk)

## 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.

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**LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS**

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

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

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

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 30 MARKS

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

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## Unit 2D Athenian Imperialism

### Section 1

#### Option A

#### 01 Why was the Debate at Sparta taking place? Make three points.

**Three from:**

Corinth asked Sparta to hold Debate (1) as after Athens and Corinth had clashed over Corcyra (1) / with an inconclusive outcome (1) / Corinth feared loss of Potidaea (1) / a Corinthian colony (1) / which Athens was besieging (1) / with Corinthians inside the city (1) / contrary to 30 years truce (1) / to make Athens answer for her aggression (or actions) (1).

*(3 marks)*

#### 02 What did the Spartans do after the Debate? Make two points.

**Two from:**

agreed the Athenians were at fault / had broken the treaty (1) / said they would call full allied conference (1) to put vote for war with Athens (1) / but didn't actually declare war (1).

*(2 marks)*

#### 03 In this passage, how far does the Athenian speaker succeed in making the Athenian position seem reasonable?

**Discussion might include:**

makes it sound no big deal ('we have done nothing extraordinary ...'); it's only natural ('nothing contrary ... nature') to accept something handed on a plate ('it was offered to us'); clarifies the motives honestly ('security, honour and self-interest' – credit for reflections on the latter); make point that the strong will always govern the weak, but more positive in suggesting 'we are worthy of our power' (moral highground as well as practical); moves to imply the Corinthians and their allies are the guilty party (only 'calculating your own interest' in judging what is 'right or wrong'); suggests the Athenians have justice on their side despite their enjoyment of power for its own sake; claims by rhetorical question that the Athenians 'act with moderation'; suggestion this very moderation is being used 'unreasonably' by others against them (taking advantage of the Athenian leniency); suggests they show great consideration for others, yet receive 'more blame than praise' – veiled threat that their consideration for others is being pushed to the limit and that the Corinthians had better step back quickly.

Apply Levels of Response at beginning of Mark Scheme.

*(10 marks)*



**04 To what extent did ‘security, honour, and self-interest’ (line 3) direct Athens’ dealings with her allies in the years between the creation of the Delian League in 478 BC and the end of the Egyptian Campaign in 454 BC?**

**Give reasons for your answer and refer to the books of Thucydides that you have read.**

**You might include discussion of:**

- reasons for establishing the League
- early ventures such as Eion, Scyros and Carystus
- the revolt of Naxos
- the battles of Eurymedon
- the revolt of Thasos
- the Egyptian Campaign.

*Points to consider might include some but not necessarily all of the following:*

- *Eion*: captured and enslaved inhabitants as this town on Strymon was occupied by Persians; ‘security’ clearly a factor; ‘honour’ too (helping wipe out memory of Persian victories); self-interest in sense of security for Athens along with allies (who got the slaves?); *Scyros*: Pirate base occupied by Dolopians; again inhabitants enslaved but Athenian colony placed there; ‘security’ again, ‘honour’ not so clear (no Persian involvement), but obvious ‘self-interest’ here; *Carystus*: assumed forced to join League as previously gaining benefits without paying for them (had history of Persian involvement, so possibly all 3 here to a degree?)
- *Naxos*: left the League, besieged by League forces and forced to return; no details in Thucydides but she may have had to take down walls, lose fleet and vote etc; credit for looking at security issue (weakened League might have encouraged Persia, etc. v developing Athenian imperialistic tendencies)
- *Eurymedon*: two battles clearly for security, both won by League under Cimon; entire Phoenician fleet (c 200) destroyed; important point in this essay as security issues now virtually sorted (although other League aims such as revenge need to be considered from here onwards); worth discussing whether ‘self-interest’ is to be applied to Athens per se, or to the League as a whole
- *Thasos*: v like Naxos in one sense – an attempt to leave the League (in about 465 BC); similar result: Thasos besieged and defeated; walls demolished; navy surrendered; made to pay indemnity, etc. **but** 3 major differences: Thasos pushed into withdrawal by dispute over mine (eventually taken by Athens) **and** post-Eurymedon, security issue not such a clear one as with Naxos and first involvement of Sparta in League matters (raising issues of ‘security’, ‘honour’ and ‘self-interest’ in a different sense)
- *Egypt*: on surface of it for ‘honour’ (continuing revenge on Persia) but also to support Libyans in breaking away from Persia which would give trade opportunities to Athens / League; initial successes both here and in activities v Sparta at home, but Persian Megabazus arrived and sent League forces packing from Egypt; ‘honour’ lost resulting in ‘security’ for League treasury by moving it from Delos to Athens (Athenian ‘self-interest’?)
- *other issues*: Athens under reasonably pro-League (and pro-Spartan) Cimon up to c 460; need to assess relevance of his ostracism and the emergence of (anti-Spartan) Pericles on treatment of allies (eg Athenian offering of League help for Sparta against Helot uprising in 464 (Cimon) v Pericles attack on Aegina in 450s).

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

**Option B**

**05 What reasons had the Mytilenians given for revolting from Athens? Make three points.**

**Three from:**

Athenians had stopped recognising Mytilenian independence (1) / had started picking allies off one by one (1) / despite Mytilenian efforts to stay on good terms (1) / only fear had kept them from revolting (1) / they now felt they had nothing to lose (1) and that the Spartans would help them (1).

(3 marks)

**06 What happened to the Mytilenians after the Debate? Make two points.**

**Two from:**

boat sent to prevent execution and enslavement of citizens arrived before earlier ship (1) / the destruction was avoided (1) / Mytilenian coup leaders put to death (1) / fortifications destroyed (1) / navy taken over by Athens (1) / their land given to Athenian shareholders (1) / all Mytilenian mainland towns taken over by Athens (1).

(2 marks)

**07 To what extent do these passages show that Cleon and Diodotus thought differently about the ordinary people of Mytilene?**

**Discussion might include:**

*Cleon:* criticizes Athens for being too lenient for too long ('what we should ... all the rest'); Athenian softness has created 'arrogance' in these allies; Athenians should realize treating people well only brings problems later ('general rule of human nature .. treat them well'); time to toughen up and act ('let them now .. punishment'); don't fall into trap of seeing common people as innocent (as democrat Cleon feels ordinary people can't hide behind their betters); goes on to criticize people for letting nobles push them into rebellion (but pro-democracy plug with 'the people might have come across to us'; but they didn't, so must suffer with their leaders. *Diodotus:* suggests killing all the people would discourage democrats elsewhere ('in all the cities ... to you'); having democrats elsewhere on board with Athens is making it easier to put down rebellions elsewhere; points out the common people of Mytilene gave up the city 'voluntarily' and 'never took any hand in the revolt'; puts moral case for sparing them ('you will ... be guilty ...') and practical case (you will be playing into the hands of the real enemy); credit for stressing that both are claiming to be putting a 'democratic' view of how to deal with the situation, but each with a very different interpretation of democracy.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**08 ‘Diodotus’ attitude towards the Athenian Empire and her allies is more typical of other Athenian speeches than Cleon’s attitude is.’**

**To what extent do you agree? Give reasons for your answer and refer to the Mytilenian Debate and at least two other speeches from the books of Thucydides you have read.**

**You might include discussion of:**

- **points made by Cleon and Diodotus**
- **the Athenian representatives at the Debate at Sparta**
- **Pericles’ views**
- **the Melian Dialogue**
- **the speech of Euphemus at Camarina.**

*Points to consider might include some but not necessarily all of the following:*

- *Cleon / Diodotus: (427: time of aggressive approach to war with Cleon replacing the dead Pericles): Cleon: compassion for allies is a weakness; empire is a tyranny so allies bound to hate us; strength will win; good will is a weakness; Mytilene is in the wrong (over-arrogant); too much talking; Athens must take harsh action; Athens has shown leniency to the Mytilenians, yet they have rebelled; others will follow their example if they see them get away with it; no room for compassion; Diodotus: need for full debate before reaching decision and to ‘prove the case in fair argument’; key issue (he agrees) is that decision must be in best interests of Athens; will destroying Mytilene achieve this?; would killing them all act as a deterrent, or add to others’ determination to break away? Get the ordinary people of Mytilene back on board; moderate approach may pay dividends and encourage democratic forces in other cities*
- *Debate at Sparta: (432: time when strains in empire and war with Sparta looking likely): tone defensive; responding to attacks by Corinthians; no duty on Athens to respond but are prepared to make their case: Athens took great risks against Persia while Sparta was nowhere to be seen; Athens showed ‘courage, resolution and ability’ while all others failed her; as a result her empire presented itself to her unsought; later she viewed this in line with her own ‘security, honour and self-interest’ (worth looking at Cleon and Diodotus in these three areas); have always acted moderately although it’s ‘natural’ for the weak to be ‘subject to the strong’; this has led to their naturally inferior allies expecting to be ‘treated as equals’; they will then not tolerate being treated even a little less well; Spartans have gained from others’ fear of Athens; final threat: people going to war tend to act before they think; the Spartans should consider that before acting hastily (again where would Cleon and Diodotus sit with these views?)*
- *Pericles: (430: time of self-doubt in Athens with regular invasions by Sparta and natural trouble with plague prevalent): the safety of the state is paramount; individuals can’t be safe if the state isn’t; patriotism combined with integrity is vital; war if unnecessary is folly, but when provoked you must stand up for what is right; we must live up to our great reputation as ‘citizens of a great city’; Athenian power comes from her navy; nobody on earth can stand up to it; only this sort of superiority can bring confidence; Athens has rightly won her empire and must fight to keep it; it is ‘now like a tyranny’; it ‘may have been wrong to take it’, but would be ‘dangerous to let it go’ (how does this fit with the approaches of Cleon and Diodotus?); Athens has never ‘given in to adversity’ and has always ‘stood firm’; all rulers have ‘incurred hatred’ but ‘hatred does not last for long’; so don’t talk to Sparta; quick, decisive action is ‘real strength’ (which of the two views at Mytilene fits this view of ‘real strength’)*

- *Melian Dialogue*: (416: time when Athens at peak before Sicilian expedition intervened): no longer prepared to bother justifying empire by actions v Persia; Athens is stronger than Melos; that's all that counts; justice is not something to be considered; if Melos joins the empire Athens will profit and Melos will survive; otherwise she will be destroyed; Athens cannot let others see a weak island get the better of her or even remain neutral; talk of 'fair play' is irrelevant; Athens is not frightened that other would-be neutrals will be put off by any violence on her part; it will increase their fear and thus their obedience (hints of Cleon / Diodotus debate here); Melians should not be ashamed to give in; they will lose and there is no glory in that; Athens is not worried by the idea of offending the gods; Melos should go for 'self-interest' and forget 'justice and honour' – she shouldn't expect to be rescued by Sparta; it's no disgrace to give 'way to the greatest city in Hellas ...'
- *Camarina*: Euphemus does attempt to explain Athens' motives to the allies: as only Athens stood against Persia, while others 'chose to be slaves' so 'we..deserve the empire'; he points out that Athens is only there 'for our own security' and (particularly worth considering for this title) keeps its empire together 'because of fear'; appeals to the allies to exercise a similar same self-interest; moves on to threats (as long as you support Athens you will be fine); asserts Athenian superiority ('it is not for you .. to act as schoolmasters ..'); concludes, 'do not reject this security'; credit for addressing these points against the views of Cleon and Diodotus.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

## Section 2

### Option C

**09 How damaging to Athens' control of her allies was Athens' relationship with Sparta between the Debate at Sparta in 432 BC and the end of the Sicilian Campaign in 413 BC?**

**Give reasons for your answer and refer to the books of Thucydides you have read.**

**You might include discussion of:**

- **the responses of Athens and Sparta to the Debate at Sparta and the Allied Congress at Sparta**
- **Pericles' speech of 430 BC**
- **Cleon's activities and their effects between 430 BC and 422 BC**
- **the reasons for Athenian and Spartan involvement in Sicily and the Debate at Camarina.**

*Points to consider might include some but not necessarily all of the following:*

- *After Debate / Congress at Sparta:* (credit for brief background to set scene – since rise to power of Pericles, basically supportive relationship has turned to potential war between the two; largely because of Athenian Democracy's determination to maintain and even increase its empire): unsolved issue of Athenian threat to Spartan ally Corinth over Potidaea; after the Debate Sparta was committed to declaring war on Athens, but put off by holding Allied Congress to discuss further; this voted to declare war but put it off for a year while preparations were finished (possibly Spartans still hoping to avoid?); within a year the Spartans commenced their annual invasions of Attica
- *In 430:* under Pericles Athens put her trust in her navy, kept safe in harbour within the long walls, but the annual invasions damaged the towns around Athens leaving the city effectively cut off by land; stalemate until 430 when the plague hit Athens; credit here for using Pericles' speech of that year to illustrate damage Sparta was doing: 'their land had been twice devastated'; 'began to blame Pericles'; sent ambassadors to make peace but were rejected; Pericles admitted their war was 'a policy which entails suffering'; the navy would see them through; 'no longer possible to give up this empire'; Pericles died shortly afterwards
- *under Cleon:* leadership of Cleon more aggressive (aided by great general Demosthenes); reversed tables by invading Peloponnese, but general stalemate; credit for using brief details of the Mytilenian Debate to assess the situation in 427 under Cleon (Athens and Sparta fighting for control of each others' allies; Mytilenians seeking to leave Athens because of their 'subjugation of the Hellenes'; as result Sparta again 'decided on the invasion of Attica' and renewed her annual invasions; Athens put down revolt but such discord in Athens over how to proceed from there that Cleon' view for once didn't prevail – Diodotus' views were accepted); in 425 BC Cleon's great victory at Sphacteria promised (false) hope of a positive outcome, but in 422 he was killed in disastrous battle in Thrace; Peace of Nicias then stabilized things for six years
- *Sicily:* despite regular skirmishes the peace held until 416 BC; then Athens apparently got dragged into Sicilian situation to support Egesta v Syracuse **but** evidence that Athens looking for further conquests in Sicily and to put one over on Sparta there; credit for incorporating evidence from Debate at Camarina (Athenian Rep Euphemus: 'we broke free from the Spartan empire'; 'if we allowed you to fall into the power of

Syracuse, we ourselves would be in danger’); implicit suggestion that Sicilian Expedition at least in part aimed at lessening Spartan influence; Athens then partly to blame for the disaster in Sicily (alienation of Alcibiades – who then aided Sparta; poor leadership, arrogance towards allies etc.) but Sparta possibly the main reason for the defeat: Athenians ignoring Spartan superiority on land and underestimating their new naval power; threat to her ally Syracuse virtually forced Sparta to intervene; inside knowledge of Alcibiades gave them initial advantage; appointment of Spartan general Gylippus revitalized Syracusans after slow start; forced Athens to send huge fleet (therefore victory vital or main weapon would have been nullified); mixed results through 415 and 414 but preparations in 413 for all out battle in Great Harbour at Syracuse saw Nicias hold back, Syracuse attack and Gylippus mop up the Athenian survivors on land; basically saw destruction of Athenian navy (and its myth of invincibility); Syracusans then took over and destroyed remnants of Athenian force; in summary mix of Spartan involvement and Athenian errors took Athens to edge of her eventual final defeat by 413 BC.

Apply Levels of Response at beginning of Mark Scheme.

*(30 marks)*

## Option D

- 10 'The inscriptions from *The Athenian Empire* show that Athens acted both in her own interests and in the interests of her allies.'

To what extent do you agree? Give reasons for your answer and refer to the inscriptions you have read.

You might include discussion of:

- collection of tribute (the Kleinias Decree)
- coins, weights and measures (the Coinage Decree)
- arrangements for Khalkis
- dealings with other individual allies (Erythrai, Miletos and Kolophon).

Points to consider might include some but not necessarily all of the following:

- *Kleinias*: this imposed rules and regulations for collection of tribute on all allies; presumably needed (probably in 440s) because of increasing failure / fraud on part of allies, but could have been Athenian failings too; inspectors in cities to make identification tokens to seal tablets on which amount of tribute sent was written; Athenians would receive tribute and send 4 elected men to chase up shortfalls; *Athenian interests*: (her and her decision alone); would ensure no cheating; could fine defaulters 1000 drachmas; *allies' interests*: same fine for Athenian cheats / defaulters; no confusion (clear what they had to pay etc.)
- *Coinage*: (also probably 440s); right of all states to mint own coinage removed, with use of Athenian coinage imposed for all; exchange system set up to deal with 'foreign' currency currently held; all cities also to adopt Athenian weights and measures heralds to be sent to all cities and islands to explain (big fines if fail to do so); magistrates in cities made responsible for implementation and setting up of public *stèle* with details; harsh punishment (detail not specified) for offenders; *Athenian interests*: trading made simpler; no fluctuations of exchange rates (or arguments on this subject); monetary union = political union (to a degree); further pinning down of 'allies'. *allies' interests*: no abuse of exchange rates against them; simplified trading; only applied to silver coins (presumably they could keep their electrum alloy coins); coinage 'not seen as essential part of sovereignty in ancient world' (Osborne); common weights and measures system an advantage to all
- *Khalkis*: (probably 446); clearly result of major disagreement (revolt is suggested by terms of decree); *Athenian interests*: Khalkians must swear not to revolt, or support rebels (but to report them); they must pay the tribute demanded, be the 'best and fairest' ally, help, defend and obey Athenian people; punishment for failure to make oath (or presumably for breaking it) was loss of civic rights and property; *allies' interests*: no ref to destroying city, enslaving people etc. as in case of other rebels; positive terms for those who **do** swear the oath: first terms of decree are all things Athenians **won't** do to 'good' Khalkians: no expulsions, no loss of rights, fines, imprisonment etc.; edict ends with lots of safeguards re public display of oath in Athens as well as Khalkis
- *Erythrai*: (possibly slightly later than Khalkis – and harsher terms): almost certainly another rebel, but not such two-way terms here: *Athenian interests*: setting up of democratic council, overseen by garrison commander (so presumably garrison established to keep close watch and ensure corn delivered to Athens); again people to swear oath not to rebel again (but with 'destruction' and 'destruction on their children' if they break it – much tougher than Khalkis?); mention of having nothing to do with

Persians; *allies' interests*: establishes punishments for Erythraians who murder fellow citizens; imposition of democratic council could be seen as improving things for the locals; again terms to be displayed in Athens as well as Erythrai (some guarantee of fair treatment for locals); *Miletos*: very fragmentary but appears Athens was supporting a democratic group outside Miletos and that the city had caused some trouble, resulting in a garrison being established there; the inscription *may* suggest imposition of a form of democracy; credit for any conclusions drawn from these possibilities; *Kolophon*: (similar date to the other 2 cities here?); seems not to have paid tribute around 450; similar terms to Erythrai (including destruction for 'myself and my family' ... 'if I transgress'); *Athenian interests*: locals not only had to swear not to revolt, but to 'love the Athenian people'; also not to subvert democracy there, implying an imposed form of government; apparently Athenian settlers were sent to Kolophon; *allies' interests*: again democratic government may be seen as a positive thing; not much else positive apparent.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)



**Assessment Objectives Grid**  
**Unit 2D Athenian Imperialism**

**Section 1**

**Either**  
**Option A**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>01</b>	3	-	3
<b>02</b>	2	-	2
<b>03</b>	5	5	10
<b>04</b>	8	12	20
<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>35</b>

**Or**  
**Option B**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>05</b>	3	-	3
<b>06</b>	2	-	2
<b>07</b>	5	5	10
<b>08</b>	8	12	20
<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>35</b>

**Section 2**

**Either**  
**Option C**

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

**Or**  
**Option D**

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

**OVERALL**

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