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AS-LEVEL

# Classical Civilisation

CIV1B Athenian Democracy

Mark scheme

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2020

June 2015

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Version 0.3: Post-Standardisation

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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>	Demonstrates <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>	Demonstrates <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>	Demonstrates <b>either</b> <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li></ul> <b>or</b> <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>	Demonstrates <b>either</b> <ul style="list-style-type: none"><li>• some patchy accurate and relevant knowledge</li></ul> <b>or</b> <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>	Demonstrates <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>	Demonstrates <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>	Demonstrates <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>	Demonstrates <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>	Demonstrates <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 1B Athenian Democracy

### Section 1

#### Option A

- 01 Describe the circumstances in which the tyranny of Hippias had come to an end. Make five points.**

**FIVE of eg**

Hippias' regime became harsh [1] after brother / Hipparchus murdered [1] by lovers / Harmodius and Aristogeiton [1]; Alcmaeonids [1] having failed to remove Hippias themselves [1], after they built temple at Delphi [1] persuaded / bribed priestess / Pythia [1] to tell Spartans [1], whenever they consulted oracle / repeatedly [1], to liberate Athens [1] despite ties of hospitality with Peisistratids [1]; Sparta also influenced by Peisistratids' friendship with Argos [1] and attempt to build fortifications (at Munichia) [1]; under Cleomenes [1] Spartans invaded Attica [1] defeated Thesalians [1] besieged Hippias inside Pelasgic wall / on Acropolis [1] captured sons when tried to escape [1] in return for whose safety Hippias agreed to leave (within 5 days) [1], etc.

**[5 marks]**

- 02 How damaging, or beneficial, to Athens had the tyrannies of Peisistratus and his sons Hippias and Hipparchus been? Give the reasons for your views.**

Answers may include discussion of a range (but **not** necessarily all) of **eg**

- tyrants gave people no new powers and according to Aristotle discouraged them from participating in politics in the city; however, retained Solon's reforms, which guaranteed basic rights, and by a long period of stability allowed them to become established
- set up deme judges which made justice more accessible to the poor and ensured consistency in its administration independent of local nobles
- may have redistributed land of those they exiled; taxed wealthy; from this revenue and own resources from silver mines, etc gave loans to the poor to establish olive production and reduce problems of debt not solved in the long term by Solon
- road building provided employment and facilitated trade, which was also helped by peace and good foreign relations; one of Peisistratus' sons installed as governor of Sigaeum on Hellespont to protect trade, especially corn supply
- building on Acropolis also provided jobs and focal point for whole 'polis', as did reorganisation of festivals and patronage of poetry and sculpture that raised status of Athens in Greek world
- because of Peisistratids' supremacy, influence of other nobles waned – people became accustomed to look centrally for support rather than to local aristocrats; nobles became increasingly resentful, particularly because of Hippias' cruelty, towards them rather than towards whole people, after Hipparchus' murder
- Hippias' expulsion marked resumption of rivalry between noble families rather than being consequence of popular discontent, etc.

**[10 marks]**



**03 In ‘The Wasps’, to what extent is Aristophanes attacking abuses in the Athenian lawcourts and how far does he have other aims? Give the reasons for your views and support them with details from ‘The Wasps’ and your knowledge of the Athenian lawcourts.**

You might include discussion of:

- **Philocleon’s behaviour at the beginning of the play**
- **the arrival of the chorus**
- **Philocleon’s arguments in defence of his actions and Bdelycleon’s arguments against him**
- **the trial of the dog**
- **Philocleon’s behaviour after the party.**

Answers may include discussion of a range (but **not** necessarily all) of **eg**

- Philocleon characterised not only as addicted to jury-service but as obsessive about securing conviction regardless of justice of case; described by Xanthias as excessively harsh (‘comes home with enough wax under his fingernails to stock a beehive’) and by no less vicious chorus to be ‘keenest stinger of us all’; devastated when at mock trial tricked into acquittal; but ludicrous japes in Philocleon’s attempts to escape house-arrest including absurd literary parody and excessive mock-tragic reaction to defeat by Bdelycleon, etc
- Philocleon also shown to be entirely self-interested, defending his behaviour on grounds it gives him ‘absolute sovereignty’ but including benefits of humorously bad taste (‘we see all the boys in the nude’ and his alleged intimacy with daughter); defeated by Bdelycleon by sophistic argument based entirely on materialistic self-interest and acquiesces to Bdelycleon’s suggestion of incongruous home-trial, an extended ‘reductio ad absurdum’ of court procedure, because of its potential material advantages; shows how easily Philocleon can be misled and how little he understands democratic principles since home-trial undermines whole basis of Athenian justice carried out in open public trial before representative sample of peers, etc
- Bdelycleon’s speech and trial of dog also allege Cleon’s corruption and manipulation of jury (running throughout ‘Wasps’ is the idea that powerful politicians use courts as means to dispose of rivals and manipulate juries, whose judgement is warped by their false sense of power and their meagre rewards), but caricature of Cleon based on word-play and so absurd that it is unclear how seriously it would be taken; as frequently, Aristophanes trivialises what would normally be regarded as very serious, etc
- in drunken rampage after party, Philocleon’s attitude towards courts completely reversed (‘balls to the voting urn!’ and mockery of Baking-woman, Chaerephon and Citizen when threatened with lawsuits for his abuse), but mixed with social satire, sexual humour, outrageous clowning and parody of dancing, etc
- other aims including a determination to win by entertaining audience with unexpected and surprising sequence of loosely connected sketches on topics to which they could relate because of their participation in democratic processes and are funny because they outrageously invert norms, etc.

**[20 marks]**

**Option B**

**04 Describe the circumstances in which the Athenian navy was created. Make five points.**

**FIVE of eg**

surplus of silver [1] from mines [1] which some advocated should be distributed to people [1] but Themistocles [1] recommended that a talent be lent to each of 100 wealthiest citizens [1] without stating purpose [1] and that if people approved of what money spent on, expense should be borne by state [1], if not, they should get money back [1]; as result, 100 ships / triremes built [1]; Themistocles' main opponent seems to have been Aristides [1] ostracised at this time [1]; under Xerxes [1] Persians preparing expedition [1] in revenge for defeat at Marathon [1]; naval competition also from Aigina [1]; Herodotus says 200 ships built [1] as result of Themistocles' persuasion (rather than trickery) [1].

**[5 marks]**

**05 How important for the development of democracy in Athens was the creation and subsequent use of the navy? Give the reasons for your views.**

Answers may include discussion of a range (but **not** necessarily all) of **eg**

- Athenian power and wealth depended on poor citizens / thetes as Old Oligarch emphatically states, because the ships were manned by them and they had saved the city by defeating Persians at Salamis and so gained Delian League, which became Athenian Empire, from which trade and tribute, which created affluence and financial reserves to enable pay for public service, and created many naval and overseas jobs as Old Oligarch and Aristotle point out; because of thalassocracy, navy more important to Athens than hoplites (and cavalry); in this situation Ephialtes' reforms transferring power to people in assembly, Boule and lawcourts seemed appropriate and faced little opposition apart from Ephialtes' murder, though passed when Cimon and hoplites in Sparta, etc
- Cleisthenes' reforms, however, had established framework in which these subsequent developments could take place relatively smoothly, and selection of archons by lot from 487 had gradually undermined authority of Areopagus, etc.

Apply Levels of Response at beginning of Mark Scheme.

**[10 marks]**

**06 ‘In the fully developed Athenian democracy, all men had an equal say in politics and the lawcourts.’**

**To what extent do you agree with this statement? Give the reasons for your views.**

**You might include discussion of:**

- **differences in the rights of citizens, metics and slaves**
- **the assembly**
- **the Council (Boule)**
- **ostracism**
- **the lawcourts**
- **the sources you have read.**

Answers may include discussion of a range (but **not** necessarily all) of **eg**

- only male citizens over age 18, with both parents married and of Athenian descent after Pericles’ Citizenship Law, were able to participate in political process, although metics (resident foreigners) had recourse to judicial system; slaves had legal status of property and their evidence only admissible under torture, etc.
- assembly: sovereign body at which all primary legislation / decisions on war and peace etc made; all male citizens over 18 (or 20) eligible to attend on Pnyx in Athens, but perhaps more difficult for more distant, poorer citizens (no pay till c.400), though perhaps increase in thetes’ attendance during Peloponnesian War; Pnyx seems to have been designed for c.6000 participants (percentage of demos?); all eligible to speak, though because mass outdoor meeting needed strong voice and rhetorical skill, so favoured wealthy and experienced; all those attending eligible to vote; assembly subject only to ‘graphe paranomon’, etc
- Council (Boule): excluded thetes (but suggestion that nobody stopped to ask what class candidates for Boule belonged to) and those under 30, but through lot, pay, annual rotation of office (could only serve twice, not in consecutive years) and deme allocation enabled large number to participate; important roles in setting agenda for assembly, but key decisions made at assembly, and in ensuring decisions carried out, as well as scrutinising officials (subject to appeal to lawcourts), etc
- after initial in-principle decision in assembly, ostracism gave power to whole demos to exile for 10 years prominent leader of their choice in theoretically secret ballot, subject to quorum of 6000; gave people weapon against potential tyrants and means of removing leaders regarded as potentially dangerous to Athens’ stability / well-being; effectively gave ‘demos’ powers of guardianship of constitution, though possibility of manipulation through manufacture of ready-inscribed ostraka and collusion between factions (as apparently in ostracism of Hyperbolus) etc
- lawcourts: any individual citizen who wished could bring a charge; only citizens over 30 eligible for jury service, selected by lot and for which pay; no appeal against jury’s decision; because of political scope of lawcourts, in principle all officials ultimately accountable to theoretically representative sample of demos and after introduction of ‘graphe paranomon’ could overturn decision by assembly, so effectively guardians of constitution; both parties put forward case in person, though speech-writer could be hired, so advantage to those with rhetorical skills, ability to make emotional appeals, draw attention to their loyalty to ‘demos’ through performance of liturgies etc
- ‘Wasps’: running throughout is idea that powerful politicians use courts as means to dispose of rivals through trumped up charges limiting freedom of expression (eg Passage A, though seriousness undercut by Xanthias’ ribald comment on experience with tart) and

manipulating juries; in this Aristophanes has freedom of speech to mock some basic principles of Athenian democracy in general as well as to present a loathsome caricature of Cleon himself (though within conventions of Athenian comedy, and previously had apparently resulted in litigation), etc

- Old Oligarch sees reliance on naval power as having caused dependence on the poor as rowers etc as well as on foreigners both free and enslaved for labour, but language highly rhetorically charged (as in passage) and Pericles' Citizenship Law broadly served to maintain exclusive citizen group, which alone enjoyed full rights and opportunities, etc.

Apply Levels of Response at beginning of Mark Scheme.

**[20 marks]**

## Section 2

### Option C

**07 'Cleisthenes gave the poor more protection than Solon had given them, but no more power.'**

**To what extent do you agree with this statement? Give the reasons for your views.**

**You might include discussion of:**

- **the protection and power that the poor gained from Solon's Shaking-off of Burdens (seisachtheia)**  
**reform of the classes**  
**changes to the laws and legal system, including third-party redress and the right of appeal**
- **the protection and power that the poor gained from Cleisthenes' reforms, including**  
**demes**  
**tribes**  
**Council (Boule)**  
**generals (stratego)**  
**ostracism**
- **limits to the protection and power that Solon and Cleisthenes gave to the poor.**

Answers may include discussion of a range (but **not** necessarily all) of **eg**

- Solon:
  - in poetry portrays himself as mediator with aim of restoring basic justice to achieve 'eunomia' – 'I gave to the people as much esteem as is sufficient for them'; 'people will best follow their leaders if they are neither unleashed nor restrained too much'; nor was it my pleasure that ... the bad should have equal shares with the good'; 'providing straight justice for each man', etc
  - 'seisachtheia' abolished all existing debts, banned 'epi somati' loans for future – enabled peasants to own outright land which was their sole source of economic survival; established principle that no citizen could legally be compelled to work for another or lose citizenship because of economic hardship; made clear distinction between free citizens and slaves, etc

- under new class system, political opportunities and duties based on agricultural wealth rather than birth – significant change in principle, but widening of archonship and Areopagus to ‘pentacosiomedimnoi’ (and ? ‘hippeis’) brought little immediate change, though ‘zeugitai’ guaranteed some lesser roles and right of poor to attend assembly and so have some say in political process confirmed, etc
- third-party redress enabled any citizen who wished to take legal action on behalf of another who had been wronged / to prosecute crimes affecting whole community and so made justice matter for whole ‘polis’ rather than individuals / families; established ‘graphai’ as means of regulating public disputes and so gave greater protection to poor, etc
- right of appeal against archons’ decisions provided check on power of ruling ‘pentacosiomedimnoi’ in front of ‘heliaia’ (assembly sitting as jury); established principle that magistrates not infallible and should be accountable to whole community, etc
- abolition of harsh Draconian laws and replacement with fairer laws with graduated punishments, publicly displayed on ‘axones’ / ‘kurbeis’ restricted arbitrary exercise of power by ruling elite, etc.
- Cleisthenes:
  - reforms carried out in fulfilment of promise during struggle with Isagoras that would give people political power
  - reorganisation of demes as basic unit of Athenian political system reduced aristocratic patronage and power over phratries; citizenship guaranteed by membership of deme, determined locally, initially on basis of residence and thereafter hereditary, and supervised by annually appointed and accountable demarche; provided local government through deme assemblies and other local institutions and so provided opportunities for political experience by wider range of citizens, who would have greater confidence and expertise at ‘polis’ level, etc
  - formation of 10 new artificial tribes based on demes and allocated by means of ‘trittues’ broke power of clans and old Ionic tribes; cohesion increased by new cults and military functions; loyalty to ‘polis’ rather than local noble, etc
  - Council (‘Boule’) of 500 based on new tribes, open to all over 30 except ‘thetes’, annually appointed by lot to remove competitiveness and ensure widespread participation; important roles in drawing up agenda for assembly and ensuring its decisions carried out, thus making Areopagus increasingly redundant and enhancing status of assembly at which thetes eligible to vote, etc
  - strategoi elected one per tribe annually by people and so accountable to them, etc
  - ostracism gave power to whole demos to exile for 10 years prominent leader of their choice subject to quorum of 6000; gave people weapon against potential tyrants and means of removing leaders regarded as potentially dangerous to Athens’ stability / well-being; effectively gave ‘demos’ powers of guardianship of constitution, etc
  - no changes to Solon’s classes or restrictions on eligibility for archonship / Areopagus, etc.

Apply Levels of Response at beginning of Mark Scheme.

**[30 marks]**

**Option D****08 ‘As a politician, Cleon was no different from Ephialtes and Pericles.’**

**To what extent do you agree with this statement? Give the reasons for your views and support them with details from the sources you have studied.**

**You might include discussion of:**

- **the way Cleon is portrayed by Aristophanes in ‘The Wasps’ and by Aristotle in ‘The Athenian Constitution’**
- **the way Ephialtes and Pericles are portrayed by Aristotle**
- **Cleon’s aims and methods**
- **the reforms Ephialtes made, his aims and methods in bringing them about, and their effects**
- **Pericles’ motives in making his changes and the effects of these changes for the Athenian people.**

Answers may include discussion of a range (but **not** necessarily all) of **eg**

- Ephialtes:
  - used courts to prosecute individual members of Areopagus for corruption
  - took advantage of absence of opponent Cimon on campaign with hoplites in support of Sparta to pass reforms
  - populist agenda in stripping Areopagus of all its political power and redistributing it to assembly, Council (Boule) of 500 and lawcourts
  - retained ‘traditional’ functions of Areopagus as court for murder and other religious offences
  - career cut short by murder
- Pericles:
  - Alcmaeonid of aristocratic descent
  - dominated Athenian politics with repeated election to strategia, maintaining traditional aristocratic pursuit of military glory
  - also used democratic system to achieve traditional aristocratic ambition in persuading Athenians to redevelop Acropolis with prestigious monuments
  - charismatic orator
  - 463 BC used courts (unsuccessfully) to prosecute Cimon for neglecting Athens’ interests in Macedon, but 461 BC Cimon ostracised
  - populist in
    - introducing pay (2 obols) for jurors, according to Aristotle as means to counter Cimon’s use of own wealth to secure support and leading to decline in standards of justice – principle of compensation (insufficient as wage) for performing political duties subsequently extended to Boule, etc
    - 458-7 BC admitting zeugitai to archonship
  - perhaps also populist in passing Citizenship Law, restricting citizenship to males both of whose parents were of Athenian descent – emphasised exclusive, privileged nature of Athenian ‘demos’ and penalised those of probably mainly upper classes who had taken foreign brides, etc
- Cleon:
  - repeatedly ridiculed by Aristophanes as a tradesman (Xanthias: ‘Your dream stinks of a tanner’s yard’), but extremely rich
  - dominated Athenian politics after Pericles’ death from plague 429

- charismatic orator, though said by Sosias to have voice ‘like a scalded sow’ and by Chorus-Leader ‘like the roar of mighty floods descending from the hills’; according to Aristotle ‘the first to shout when addressing the people, he used abusive language’
- did not seek popular support from military glory until Pylos
- populist in increasing jurors’ pay to 3 obols, following Pericles in using state money to gain personal support
- portrayed by Aristophanes as using courts as means to destroy opponents on trumped-up charges of corruption, though no corroborating evidence for specific trial of Laches to which trial of dog said to refer
- continued Pericles’ policies of implacability towards Sparta (Pylos) and maintaining tight grip over allies (Mytilene, and probably responsible for increase in tribute that ‘inter alia’ facilitated increase in jurors’ pay)
- bias of surviving ancient sources and continuing tendency of later historians to judge Athenian democracy from own ideological standpoint makes it difficult to determine how far there was a substantive distinction between Cleon (and other pejoratively termed demagogues) and Ephialtes and Pericles, etc.

Apply Levels of Response at beginning of Mark Scheme.

**[30 marks]**

**Assessment Objectives Grid**  
**Unit 1B Athenian Democracy**

**Section 1**

**Either**  
**Option A**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>01</b>	5	-	-
<b>02</b>	5	5	10
<b>03</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>04</b>	5	-	-
<b>05</b>	5	5	10
<b>06</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>07</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>08</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>