
AS

Classical Civilisation

CIV1B Athenian Democracy
Mark scheme

2020
June 2016

Version: 1.0 Final

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

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	<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. 	19-20
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 and has a discernible structure is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate. 	14-18
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. 	9-13
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 sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar. 	5-8
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. 	1-4

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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Unit CIV1B Athenian Democracy**Section 1****Option A****0 1**

What did Themistocles do with the surplus of money mentioned in Passage A? Make two points.

[2 marks]

TWO of: refused to say what he would do with it [1] but urged Athenians to lend it to 100 richest citizens [1] who could keep it if people approved of way they spent it [1] but must pay it back if people disapproved [1] persuaded rich to use money to build ship each [1] and so created fleet of 100 ships [1] because of fears about Aegina / Persia [1]

0 2

What naval battle in 480 BC had made the Athenians particularly ‘confident’ (Passage B, line 1)?

[1 mark]

Salamis [1]

0 3

According to Aristotle, what part did Aristides play in creating the Athenian Empire? Make two points.

[2 marks]

TWO of: regarded as just / fair [1] helped create Delian League [1] urged Ionians [1] to break away from Spartan alliance [1] because of Sparta’s / Pausanias’ bad reputation [1] assessed tribute / funds [1] swore oaths that allies should have same friends and enemies [1] collaborated with Themistocles in rebuilding Athens’ walls [1] advised Athenians to take active part in campaigning / maintaining empire [1] which would provide them with income [1]

0 4

From the sources you have studied, how important was the Athenian Empire for the development of the Athenian economy and democracy? Give the reasons for your views.

[10 marks]

Judgements may be supported by discussion of range (but **not** necessarily all) of **eg**

- **Aristotle:** Athenian power and wealth depended on poor citizens / thetes because ships 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; etc.
- **‘Wasps’:** Bdelycleon gives exaggerated list of income Athens derives from Empire; etc.
- **Old Oligarch:** reiterates above points; emphasises that because of thalassocracy navy more important to Athens than hoplites (and cavalry), with fortified Athens able to behave as if island; etc.

Apply Levels of Response at beginning of Mark Scheme.

0	5
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How successfully had Solon and the tyrants Peisistratus and Hippias improved the economy of Athens in the 6th century BC? Give the reasons for your views.

You might include discussion of:

- **the economic problems in Attica at the beginning of the 6th century BC**
- **Solon's Shaking-off of Burdens (seisachtheia)**
- **other economic measures that Solon took**
- **ways in which the tyrants improved the Athenian economy.**

[20 marks]

Judgements may be supported by discussion of range (but **not** necessarily all) of **eg**

- **problems:** all land controlled by nobles; hektemoroi had to pay one-sixth of produce to landlord; loans on security of person, so failure to pay led to enslavement and citizenship did not guarantee fundamental right; debt widespread because of poor land / harvests; basic foods sold abroad by rich; etc.
- **Solon:** in 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; prohibited export of agricultural produce apart from olives; passed various laws to settle disputes between neighbouring farmers; encourage fathers to teach sons craft; encouraged immigration of craftsmen; said to have reformed weights and measures; etc.
- **tyrants:** may have redistributed land of those they exiled; taxed wealthy; from this revenue and own resources from silver mines, etc. gave loans to poor to establish olive production and reduce problems of debt not solved in 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; etc.

Apply Levels of Response at beginning of Mark Scheme.

Option B

0 6

Give two ways in which Philocleon has previously tried to escape from the house to serve as a juror.

[2 marks]

TWO of **eg** drains / waste pipe [1] chimney / as ‘puff of smoke’ [1] (up courtyard wall and over roof [1] through tiles [1] pushing door [1] under donkey [1])

0 7

Give two other benefits that Philocleon says he gains as a juror, apart from those in the passage.

[2 marks]

TWO of **eg** not held to account [1] offered sex with defendant’s daughter [1] sees all boys in nude [1] hears recitation by tragic actor [1] and recital by flute-player [1] protected by Cleon [1] pampered by daughter / wife when gets home [1] because of pay / 3 obols [1] + further detail [1]

0 8

Give one of the crimes that Philocleon himself commits later in ‘The Wasps’.

[1 mark]

assault [1] kidnapping flute-girl [1] damage to loaves of bread [1]

0 9

How significant had Solon’s reforms to the legal system and laws been in the early part of the 6th century BC? Give the reasons for your views.

[10 marks]

Judgements may be supported by discussion of range (but **not** necessarily all) of **eg**

- 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 a matter for whole polis rather than individuals / families; established graphai as means of public dispute regulation / management; gave greater protection to poor; etc.
- right of appeal against archon’s decision provided check on power of ruling class in front of heliaia (assembly sitting as jury), established principle that magistrates not infallible and should be accountable to whole community; etc.
- harsh Draconian laws except those for homicide abolished with fairer laws with punishments graduated according to seriousness of crime displayed on axones / kurbeis in agora; restricted arbitrary exercise of power by ruling elite; etc.
- specific laws eg banning loans on security of person, banning export of agricultural produce except olive oil, etc.

Apply Levels of Response at beginning of Mark Scheme.

1 0

'By the end of the 5th century BC, Athenian citizens had greater power in the lawcourts than in any other part of the democracy.'

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

You might include discussion of:

- **the role of the lawcourts in Athenian politics**
- **who served on the juries and how they reached a verdict**
- **the power that Athenian citizens had in the assembly, the Council and as officials**
- **what Bdelycleon says in response to Philocleon.**

[20 marks]

Judgements may be supported by discussion of range (but **not** necessarily all) of **eg**

- **role of lawcourts:** dealt with not just criminal / civil cases (graphai / dikai), disputes over liturgies, quadrennial assessment of tribute etc. but any alleged malfeasance in political / administrative official's conduct; in particular any irregularities discovered by Boule during their routine checks on a wide range of public activity, including euthuna, referred to dikasteria; ensured those selected by lot operated efficiently and accountability of those elected (eg strategoi) not limited to rejection at next election; also trials involving Athens' allies; after introduction of graphe paranomon (perhaps by Ephialtes, perhaps later), juries could overturn decision by assembly, so effectively guardians of constitution; etc.
- **juries:** only citizens over 30 eligible for jury service, selected by lot and paid (2 obols under Pericles, 3 obols under Cleon); no appeal against jury's decision; because of political scope of lawcourts, in principle all officials ultimately accountable to theoretically representative sample of demos; both parties put forward case in person, though speech-writer could be hired, so advantage to those with rhetorical skills and ability to make emotional appeals, eg by drawing attention to loyalty to demos through performance of liturgies; 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 attendees eligible to vote; assembly subject only to graphe paranomon; etc.
- **Council (Boule):** excluded thetes 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.
- **Bdelycleon:** jurors being manipulated by demagogues eg Cleon for their own political and financial gain; etc.

Apply Levels of Response at beginning of Mark Scheme.

Section 2**Option C**

1	1
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‘Cleisthenes’ greatest achievement was to make Athens united and secure.’

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

You might include discussion of:

- **threats to the unity and security of Athens before Cleisthenes came to power**
- **Cleisthenes’ reforms to the**
 demes
 tribes
 Council
 generals
- **his possible introduction of ostracism**
- **any other important effects of Cleisthenes’ reforms**
- **any problems that Cleisthenes did not solve.**

[30 marks]

Judgements may be supported by discussion of range (but **not** necessarily all) of **eg**

- Hippias’ expulsion led to reversion to stasis caused by aristocratic rivalries; Isagoras for establishing narrow oligarchy; when Cleisthenes lost support to Isagoras in aristocratic political clubs, attached people to his faction by promising them political power; when Isagoras with foreign help from Cleomenes exiled Cleisthenes and 700 families and tried to dissolve council, council resisted and people gathered in such large numbers that Cleomenes and Isagoras besieged on Acropolis for 3 days until allowed to leave under truce and Cleisthenes recalled to carry out promises; etc.
- Cleisthenes’ reorganisation of demes as basic unit of Athenian political system reduced aristocratic patronage and power over phratries since citizenship now guaranteed by membership of deme, determined locally initially on basis of residence / land ownership, hereditary, part of citizen’s name, supervised by demarch appointed annually and accountable; demes provided local government; deme assemblies and other local institutions provided opportunities for political experience by wider range of citizens, who would have greater confidence and expertise at polis level, reducing noble power and competitiveness nationally; clear stable system linking deme with polis as whole; etc.
- formation of 10 new artificial tribes based on demes, allocated by means of groupings in trittues, broke power of clans and old Ionic tribes; new cults and military functions increased cohesion of new tribes, loyalty of which to polis rather than local noble; treated Attica as single political entity; made it very difficult for individual to seize power; etc.
- Council (Boule) of 500 based on new tribes, open to all over 30 except thetes; annual appointment by lot to remove competitiveness with maximum service of two not consecutive years to ensure wide participation; established principle of administration by groups rather than by competing individuals; etc.
- strategoi elected annually one per tribe, and so this office became focus of competitiveness, but always accountable to people and liable to prosecution; etc.
- ostracism gave power to people to exile for ten years a prominent leader of their choice subject to quorum of 6000, was weapon against potential tyrants and means

of removing leaders regarded as potentially dangerous to Athens' stability; effectively gave demos powers of guardianship of constitution; etc.

- Athens largely united in opposition to Persian threat; army based on new tribes proved effective against Persians at Marathon; but security against subsequent invasion only achieved by creation of fleet, which further cemented commonality of purpose, unity and democracy; etc.

Apply Levels of Response at beginning of Mark Scheme.

Option D

1	2
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'Aristophanes' 'The Wasps' gives a more damning criticism of Athenian democracy than 'The Old Oligarch' does.'

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

You might include discussion of:

- **the purposes for which each author was writing**
- **the way in which Aristophanes portrays the jury courts and jurors**
- **other targets that Aristophanes has**
- **the attitude of 'The Old Oligarch' towards the Athenian democracy**
- **arguments that 'The Old Oligarch' makes for and against the Athenian democracy.**

[30 marks]

Judgements may be supported by discussion of range (but **not** necessarily all) of **eg**

- **'The Wasps':**
 - produced at Lenaea 422 BC with primary aim of winning prize for comedy; traditional in Old Comedy to satirise all aspects of Athenian life including politics and to lampoon prominent individuals, and to create topsy-turvy world in which normal rules of logic, causation and consequence do not apply; extreme ridiculing of lawcourts (rather than whole system) and of Cleon in particular in fantasy context enabled heat to be taken out of contentious issues / personalities without fear of serious consequences (despite Cleon's alleged attempt to prosecute Aristophanes) and means of confronting anxieties over eg bribery and manipulation of courts; portrayal of Cleon reflects legitimate fears about way democratic systems intended to benefit whole community might be subverted by populist individuals acting in self-interest; cumulative effect of Aristophanes' vitriolic outrage may seem to be comically unhinged rather than dealing fatal blow either to Cleon or to system that created him, especially as Aristophanes takes on Cleon's own rhetoric as defender of people, and Philocleon's behaviour both as juror and as criminal hooligan detrimental to justice; 'The Wasps' apparently brought about no serious debate about adequacy of legal procedures and had little effect on Cleon's popularity or day-to-day running of democracy; etc.
 - Philocleon's and Wasps' eagerness to participate in juries fundamentally good, as is desire to extract harsh punishment from anyone found to be profiting at people's expense (though not their prejudiced reluctance to acquit), but ludicrously exaggerated by Aristophanes into dangerous

- obsession motivated by vindictiveness rather than justice and fuelled by flattering attentions of demagogues who, despite rhetoric, want to eliminate rivals rather than protect people; pinnacle of absurdity in private trial for private amusement rather than in open court for public benefit; etc.
- Philocleon correctly argues juries composed of ordinary citizens have final say and ultimate power (though some of details he gives somewhat concerning); Bdelycleon's argument, as rhetorical and specious as any Cleon might have given, uses dubious statistics to support appeal to self-interest and profit rather than justice and public good; etc.
 - **'The Old Oligarch':**
 - exact context of pamphlet / lecture unknown, but perhaps addressing real / imagined group of perhaps foreign oligarchs who are proposing intervention to overthrow Athenian democracy and attempting to persuade them from doing so on grounds of self-perpetuating stability of democracy despite its alleged moral flaws in relation to traditional upper-class values; etc.
 - argument based on assumption that society divided into 2 groups, each with conflicting values and aspirations, and that rule of common people will inevitably damage upper-class interests; Aristophanes does not imply such a fundamental dichotomy, but suggests all would be harmonious were it not for machinations and greed of individuals, erroneously portrayed as lower-class parvenus, and people's gullibility; etc.
 - upper class referred to with expressions of moral approbation, poor with pejorative labels; initially states that might be thought wrong to allow every body to participate since it would bring about bad government; but counters this view by (a) conceding that rule by elite would be equally self-interested, benefiting them but harming majority, (b) claiming that goodwill of majority despite their moral weakness more beneficial to state than ill-will of minority since it will produce greater stability, (c) justifying power given to thetes on grounds that they row ships on which Athens' power and wealth rests; etc.

Apply Levels of Response at beginning of Mark Scheme.

Assessment Objectives Grid**Unit CIV1B Athenian Democracy****Section 1****Either
Option A**

	AO1	AO2	TOTAL
01	2	0	2
02	1	0	1
03	2	0	2
04	5	5	10
05	8	12	20
TOTAL	18	17	35

**or
Option B**

	AO1	AO2	TOTAL
06	2	0	2
07	2	0	2
08	1	0	1
09	5	5	10
10	8	12	20
TOTAL	18	17	35

Section 2**Either
Option C**

	AO1	AO2	TOTAL
11	12	18	30
TOTAL	12	18	30

**or
Option D**

	AO1	AO2	TOTAL
12	12	18	30
TOTAL	12	18	30

Overall

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