

# **Classics: Ancient History**

Advanced Subsidiary GCE

Unit **F391**: Greek History from original sources

## **Mark Scheme for June 2013.**

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## Annotations

Annotation	Meaning
	AO1
	AO2
	Evaluation
	Area of partial knowledge

Option 1: Athenian Democracy in the 5<sup>th</sup> century BC

Question			Answer	Marks	Guidance	
			Indicative content			Levels of response
1	(a)		<p><b>AO1</b> Answers might include:</p> <ul style="list-style-type: none"> <li>the increasing confidence of the people after the first few years of the new system;</li> <li>the reasons for the introduction of ostracism at the start;</li> <li>ostracism used against the relatives and friends of the tyrants;</li> <li>the ostracism of Hipparkhos;</li> <li>the introduction of lot for the archonship;</li> <li>the widening of the scope of ostracism beyond the friends of the tyrants to include other significant political figures.</li> </ul>	10	<p><b>What does this passage tell us about the early development of the Athenian democracy?</b></p> <p>The focus should be on details from the passage that show the increasing confidence of the people and the use of ostracism and the lot. Credit awareness of context.</p>	<p><b>AO1 = 10</b> Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
	(b)	<p><b>AO1</b> Answers should include at least some sources which illustrate the mechanisms to control political figures, such as the law courts, the response of the <i>ekklesia</i> on any given day (eg the Pylos debate). Sources may include:</p> <ul style="list-style-type: none"> <li>• Aristophanes <i>Acharnians, Knights, Wasps</i>;</li> <li>• <i>Ath.Pol.</i>;</li> <li>• The Old Oligarch;</li> <li>• Plutarch, <i>Life of Nicias</i> (ostracism of Hyperbolus) (credit also <i>Life of Pericles</i> eg the debate about the building programme);</li> <li>• Xenophon, <i>History of Greece</i>.</li> </ul> <p><b>AO2</b> Answers should interpret the evidence presented in the chosen examples and show how the democratic system provided some checks on the power of individuals.</p>	20	<p><b>What can we learn from other sources about the ways in which the Athenians controlled political leaders?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail. Credit discussions of specific examples (such as Pericles or Cleon; the Mytilene debate), and reward appropriately candidates who show a good understanding of the sources as a whole (eg the role of <i>Demos</i> in the <i>Knights</i>).</p> <p>Credit reference to checks before and after office</p> <p>Credit Thucydides (eg the Mytilene debate, his final comments of Pericles etc) if mentioned.</p> <p>Credit evaluation where it occurs.</p>	<p><b>AO1 = 10</b> Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p><b>AO2 = 10</b> Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
	(c)	<p><b>AO1</b> Answers may include:</p> <ul style="list-style-type: none"> <li>examples of aristocratic leaders in the <i>ekklesia</i> (such as Pericles, Nicias, Alcibiades);</li> <li>leaders from a different background (such as Cleon);</li> <li>the changes brought about by developments such as the reforms to the constitution, the teaching of rhetoric and the pressures of the Peloponnesian War</li> <li>greater prominence for non-aristocratic families, power of individuals together with greater use of the lot.</li> </ul> <p>Sources may include:</p> <ul style="list-style-type: none"> <li>Aristophanes <i>Knights</i>;</li> <li><i>Ath. Pol.</i>;</li> <li>The Old Oligarch;</li> <li>Thucydides (eg the <i>Funeral Speech</i>, 2.65, the contrast drawn between Pericles and Cleon</li> <li>Plutarch, <i>Life of Nicias</i> (eg the ostracism of Hyperbolus);</li> <li>Xenophon <i>History of Greece</i>.</li> </ul> <p><b>AO2</b> Answers should:</p> <ul style="list-style-type: none"> <li>evaluate the factual information in the sources and the potential for bias, given the background of our sources;</li> <li>make judgments on the value of the examples as historical evidence;</li> <li>show understanding of how to interpret ancient evidence.</li> </ul>	25	<p><b>On the basis of this passage and other sources you have studied, how far do you agree that the aristocratic families became less powerful during the 5th century BC?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of other leaders such as Cimon and Thucydides son of Melesias.</p> <p>Answers may include discussion of the changes to the democratic system and the significance of the two breaks in democratic government in 411 BC and 404 BC.</p> <p>Credit discussion of the range of speakers at assembly meetings, including comparisons between different individuals (eg Pericles, Cleon); other leaders from different backgrounds, such as Themistocles, Hipparchus and Cleophon.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
2	(a)	<p><b>AO1</b> Answers might include:</p> <ul style="list-style-type: none"> <li>the role of political leaders in the <i>ekklesia</i> (such as Cleon) and generals (such as Nicias);</li> <li>the nature of debate in the <i>ekklesia</i>;</li> <li>the implications of 'as is the way of the mob';</li> <li>Cleon's promise to the <i>ekklesia</i>;</li> <li>the response of the <i>ekklesia</i>;</li> <li>the different opinions about what would happen.</li> </ul>	10	<p><b>What does this passage tell us about how decisions were made in the assembly?</b></p> <p>The focus should be on details from the passage that show how decisions were made in the assembly.</p> <p>Credit understanding of the context of this passage in the work of Thucydides.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>
	(b)	<p><b>AO1</b> Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> <li>Aristophanes <i>Knights, Acharnians</i>;</li> <li>The Old Oligarch;</li> <li>Thucydides (eg his presentation of debates in the <i>ekklesia</i> such as the Pylos debate; his comments of Pericles)</li> <li>Xenophon <i>History of Greece</i> 1.7.</li> </ul> <p><b>AO2</b> Answers should interpret the evidence presented in the chosen examples and bring out the significance of the specific examples chosen.</p>	20	<p><b>What can we learn from other sources about the nature of debate in the assembly?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit use of <i>Ath.Pol.</i>;</p> <p>Credit use of other debates such as the Mytilene debate and the Sicilian debate</p> <p>Allow some latitude to the interpretation of 'the nature of debate'.</p> <p>Credit evaluation where it occurs.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
	(c)	<p><b>AO1</b> Answers may include:</p> <ul style="list-style-type: none"> <li>examples of manipulation, such as Nicias and Cleon in the passage, Thucydides' presentation of Pericles, the ostracism of Hyperbolus as recorded by Plutarch;</li> <li>the importance of rhetoric as shown in the Pylos debate and elsewhere;</li> <li>sources such as Aristophanes' plays (eg <i>Knights</i>, <i>Acharnians</i>, <i>Wasps</i>), Thucydides (eg 2.65 (and the speeches of Pericles and Cleon etc.)), the Old Oligarch, <i>Ath.Pol.</i>, Xenophon 1.7.</li> </ul> <p><b>AO2</b> Answers should:</p> <ul style="list-style-type: none"> <li>evaluate the factual information in the sources and the potential for bias, given the background of our sources;</li> <li>make judgments on the value of the examples as historical evidence;</li> <li>show understanding of how to interpret ancient evidence.</li> </ul>	25	<p><b>On the basis of this passage and other sources you have studied, discuss to what extent political leaders were able to manipulate the democratic system.</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of particular examples where there is an attempt to manipulate the outcome of assembly meetings, the <i>Boule</i>, law courts. Candidates may use examples from a broader range of sources than covered in the specification: eg Thucydides' account of the Sicilian debate, etc but this is not required.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>



Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
<b>3</b>		<p><b>AO1</b>                      Answers should include at least some sources.                      Sources may include:</p> <ul style="list-style-type: none"> <li>• <i>Ath.Pol.</i>;</li> <li>• the Old Oligarch;</li> <li>• Thucydides (examples of debates such as Mytilene, Pylos);</li> <li>• Aristophanes <i>Knights</i>, <i>Acharnians</i>;</li> <li>• inscriptional evidence.</li> </ul> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• the evidence for popular participation in the assembly;</li> <li>• discussion of those ‘inhabitants’ excluded from participation (eg women, metics, slaves, children; geographical or occupational constraints);</li> <li>• specific examples of decisions/assemblies drawn from the sources.</li> </ul> <p><b>AO2</b>                      Answers should evaluate the evidence presented in the chosen examples and show to what extent we can judge whether the decisions of the assembly reflect the views of the inhabitants.</p>	45	<p><b>How far were all the inhabitants of Athens involved in the decisions of the Athenian assembly?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of specific examples drawn from the sources.</p> <p>Credit understanding of our limited evidence for what happened in the assembly.</p> <p>Credit discussion of the relations between Athens and Attica.</p>	<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20                      Level 4 14 – 17                      Level 3 9 – 13                      Level 2 5 – 8                      Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25                      Level 4 17 – 21                      Level 3 12 – 16                      Level 2 6 – 11                      Level 1 0 – 5</p>

Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
4		<p><b>AO1</b>                      Answers should include at least some sources.                      Sources may include:</p> <ul style="list-style-type: none"> <li>• <i>Ath.Pol.</i>;</li> <li>• Thucydides (the Funeral Speech, the debate about the expedition to Sicily);</li> <li>• the Old Oligarch;</li> <li>• Aristophanes <i>Knights, Acharnians, Wasps</i>.</li> </ul> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• examples of opportunities on offer to all (or most) citizens, particularly where this was coupled with state pay for official duties or for military service;</li> <li>• the significance of cleruchies and colonies during this time;</li> <li>• the evidence of the sources for popular participation (eg the Old Oligarch).</li> </ul> <p><b>AO2</b>                      Answers should evaluate the evidence presented in the chosen examples and present an argument about the opportunities available to the poorest citizens.</p>	45	<p><b>'What made the Athenian democracy so extraordinary were the opportunities it offered to even the poorest citizens.' How far do you agree with this view?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the importance of Athens' imperial position as well as its democratic constitution. Reward appropriate analysis of the language of the Old Oligarch, and use of Plutarch <i>Life of Pericles</i>.</p>	<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20                      Level 4 14 – 17                      Level 3 9 – 13                      Level 2 5 – 8                      Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25                      Level 4 17 – 21                      Level 3 12 – 16                      Level 2 6 – 11                      Level 1 0 – 5</p>

Option 2: Delian League to Athenian Empire

Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
5	(a)	<p><b>AO1</b>                      Answers might include:</p> <ul style="list-style-type: none"> <li>• the use of direct force against the Melians;</li> <li>• the punishment of the Melians;</li> <li>• the appropriation of territory for a colony by Athens;</li> <li>• the use of oaths to maintain control of allies who had revolted;</li> <li>• the emphasis on the prevention of further revolts;</li> <li>• the importance of the tribute;</li> <li>• the requirement to support the Athenian people and obey their demands.</li> </ul>	10	<p><b>What do these passages tell us about the way Athens treated other states?</b></p> <p>The focus should be on details from the passage that show the relationship between Athens and the two states mentioned.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10                      Level 4 7 – 8                      Level 3 5 – 6                      Level 2 2 – 4                      Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
	(b)	<p><b>AO1</b>                      Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> <li>• Aristophanes <i>Birds</i>;</li> <li>• Plutarch, <i>Perikles</i> 12 1-5, <i>Aristides</i></li> <li>• The Old Oligarch;</li> <li>• Thucydides (such as the revolts of Mytilene and Samos);</li> <li>• inscriptional evidence (eg Kleinias decree, Methone decree, decrees relating to individual states).</li> </ul> <p>Credit discussion of specific incidents which show the responses of other states (such as allies, or Melos), such as revolts; credit further our limited understanding of the context of many of these incidents because of the limited sources. Reward also assessment of the evidence for positive responses to Athenian rule.</p> <p><b>AO2</b>                      Answers should interpret the evidence presented in the chosen examples and show how the allies responded to the imperialism of Athens. Credit understanding of the problematic nature of the evidence, and the likelihood of change over time.</p>	20	<p><b>What can we learn from other sources about the ways other states responded to Athenian demands?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail.                      Credit discussion of the changing nature of the Delian League, and reward discussion of Corinth and Sparta where appropriate.</p> <p>Credit discussion of other parts of Thucydides such as speeches by Pericles.</p> <p>Credit discussion of other decrees</p> <p>Credit evaluation where it occurs.</p>	<p><b>AO1 = 10</b>                      Level 5 9 – 10                      Level 4 7 – 8                      Level 3 5 – 6                      Level 2 2 – 4                      Level 1 0 – 1</p> <p><b>AO2 = 10</b>                      Level 5 9 – 10                      Level 4 7 – 8                      Level 3 5 – 6                      Level 2 2 – 4                      Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
	(c)	<p><b>AO1</b> Answers should include:</p> <ul style="list-style-type: none"> <li>examples of Athenian decisions that illustrate the way they treated particular states, such as the Methone decree and the responses to the revolts of states such as Mytilene and Samos;</li> <li>Athenian treatment of states outside her empire, such as Megara before the outbreak of the Peloponnesian War and Melos;</li> <li>the evidence of the sources, particularly Thucydides, Plutarch, Aristophanes and the Old Oligarch.</li> </ul> <p><b>AO2</b> Answers should:</p> <ul style="list-style-type: none"> <li>evaluate the factual information in the sources and the potential for bias, given the background of our sources;</li> <li>make judgments on the value of the examples as historical evidence;</li> <li>show understanding of how to interpret ancient evidence.</li> </ul>	25	<p><b>On the basis of these passages and other sources you have studied, how far do you agree that the Athenians were consistent in their treatment of other Greek states?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail. Credit discussion of the variation in Athenian practice and the reasons for this (the strength or strategic significance of a particular states, external conditions such as the state of the war with Sparta etc.).</p> <p>Credit discussion of other examples such as Scione</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
6	(a)	<p><b>AO1</b> Answers might include:</p> <ul style="list-style-type: none"> <li>• the use of prosecutions against ‘the good men’ in allied cities;</li> <li>• the punishments used against ‘the good men’ and preferential treatment of ‘the bad’;</li> <li>• the attitudes implied by the references to the relationship between the ‘good men’ in Athens and those in allied cities;</li> <li>• the significance of money, as it can benefit the Athenian poor, and also restrict the freedom of action of the allies.</li> </ul>	10	<p><b>What does this passage tell us about the attitudes of the Athenians towards their allies?</b></p> <p>The focus should be on details from the passage that show what the different attitudes in Athens are towards the allies. Credit understanding of the context of this passage in the work of Old Oligarch, and the loaded language he uses to refer to different groups.</p>	<p><b>AO1 = 10</b> Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
	(b)	<p><b>AO1</b>                      Answers should include at least some sources.                      Sources may include:</p> <ul style="list-style-type: none"> <li>• The Old Oligarch;</li> <li>• Thucydides (eg the Mytilene revolt);</li> <li>• Aristophanes, <i>Birds</i></li> <li>• Plutarch, <i>Life of Perikles</i>;</li> <li>• inscriptions such as the Khalkis and Methone decrees</li> </ul> <p>Credit discussion of specific examples, where the Athenians attempted to influence their allies through legal interference, military impositions, confiscation of land/resources; or, more positively, through special grants and assistance in time of need.</p> <p><b>AO2</b>                      Answers should interpret the evidence presented in the chosen examples.</p>	20	<p><b>What can we learn from other sources about the ways the Athenians influenced allied states?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail.                      Credit discussion of the reliability of our sources.</p> <p>Credit discussion of <i>proxenoi</i> decrees</p> <p>Credit discussion of cleruchies</p> <p>Credit evaluation where it occurs.</p>	<p><b>AO1 = 10</b>                      Level 5 9 – 10                      Level 4 7 – 8                      Level 3 5 – 6                      Level 2 2 – 4                      Level 1 0 – 1</p> <p><b>AO2 = 10</b>                      Level 5 9 – 10                      Level 4 7 – 8                      Level 3 5 – 6                      Level 2 2 – 4                      Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
	(c)	<p><b>AO1</b> Answers should include:</p> <ul style="list-style-type: none"> <li>a range of sources such as Thucydides, the Old Oligarch, Aristophanes and inscriptional evidence;</li> <li>examples where hostility towards Athens was demonstrated, both by states not allied to her (such as members of the Peloponnesian League) and by her allies (such as Samos, Mytilene);</li> <li>examples where states were not hostile towards Athens, such as those states who benefitted from Athenian control (such as Methone), or where states chose to continue supporting Athens; credit understanding of the problems of silence, where we do not have enough evidence to judge the attitudes of states from, for example.</li> </ul> <p><b>AO2</b> Answers should:</p> <ul style="list-style-type: none"> <li>address 'how widespread' the hostility was;</li> <li>evaluate the factual information in the sources and the potential for bias, given the background of our sources;</li> <li>make judgments on the value of the examples as historical evidence;</li> <li>show understanding of how to interpret ancient evidence.</li> </ul>	25	<p><b>On the basis of this passage and other sources you have studied, how widespread was hostility towards Athens during the Peloponnesian War?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail. Credit discussion of particular examples drawn from the sources. Allow some discretion as to the candidates' interpretation of 'hostility'; while the best responses may identify a number of different groups of states (enemies outside the empire, neutral states, contented and discontented allies), sound responses may identify a more restricted range of states to discuss.</p> <p>Credit appropriate selection of examples which show hostility towards Athens by either allied states or the members of the Peloponnesian League.</p> <p>Credit discussion of tribute payments.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>



Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
7		<p><b>AO1</b> Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> <li>• Thucydides (such as the Mytilene debate, the Corcyra debate, the debate about the Sicilian expedition);</li> <li>• inscriptional evidence (such as the Khalkis and Methone decrees);</li> <li>• the Old Oligarch</li> <li>• Aristophanes, <i>Birds</i></li> <li>• Plutarch, <i>Life of Pericles</i></li> </ul> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Thucydides' account of the events in the Pentekontaetia or the revolts of Athenian allies such as Samos, Potidaea or Mytilene;</li> <li>• Thucydides' account of the relationship between Athens and other states such as Corinth, Megara, Melos and Sicily;</li> <li>• The extent to which other sources help us evaluate the reliability of Thucydides' account.</li> </ul> <p><b>AO2</b> Answers should evaluate the evidence presented in the chosen examples and show how reliable Thucydides' account of the relationships selected are.</p>	45	<p><b>To what extent can we rely upon Thucydides' account of the relationships between Athens and other Greek states?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail. Reward judicious evaluation of the potential bias in Thucydides' account, and credit appropriate discussion of the limited range of evidence we can use to challenge Thucydides' account (in most cases), such as Plutarch, <i>Life of Pericles</i>.</p>	<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
8		<p><b>AO1</b> Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> <li>• inscriptional evidence, such as the Khalkis decree, Methone decree and ATL;</li> <li>• Plutarch, <i>Perikles</i>;</li> <li>• Thucydides (such as his account of the early history of the Delian League, his discussion of revolts and their aftermaths);</li> <li>• the Old Oligarch (particularly the relationship between the Athenian poor and the poor in other states).</li> </ul> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• the improvement in security brought about by the Delian League, both in forcing the Persians out of the Aegean and in suppressing piracy;</li> <li>• the impact on states within the Empire and those outside it;</li> <li>• the revolts before and during the Peloponnesian War (eg Samos, Mytilene);</li> <li>• economic developments such as increased trade;</li> <li>• political developments such as the promotion of democracy.</li> </ul> <p><b>AO2</b> Answers should evaluate the evidence presented in the chosen examples and assess the potential benefit for Athens, her allies and her enemies.</p>	45	<p><b>How beneficial was the Athenian Empire for the Greek world?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the benefit for Athens and for her allies; and also for other states outside the Empire, such as Sparta, whose position was arguably strengthened by the final period of the Peloponnesian War (though the reassertion of Persian interest in the Aegean was not so beneficial to many states).</p>	<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

## Option 3: Politics and Society of Ancient Sparta

Question		Answer	Marks	Guidance	
		Indicative content			Levels of response
9	(a)	<p><b>AO1</b> Answers might include:</p> <ul style="list-style-type: none"> <li>the importance of the contest to join the <i>gerousia</i>;</li> <li>the grounds for selection as a member of the <i>gerousia</i>;</li> <li>the method of election, designed to reward popularity with the members of the assembly and discourage any bias;</li> <li>the competitive nature of <i>gerousia</i> membership.</li> </ul>	10	<p><b>What does this passage tell us about the election of members of the <i>gerousia</i> in Sparta?</b></p> <p>The focus should be on details from the passage that show how the election took place and its significance in Sparta.</p>	<p><b>AO1 = 10</b> Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>
	(b)	<p><b>AO1</b> Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> <li>Plutarch, <i>Lycurgus</i>, particularly Ch. 6;</li> <li>Thucydides, 1. 79-87</li> <li>Diodorus 11.50.</li> </ul> <p>Credit awareness of the lack of Spartan sources and the limited interest of some of our sources in the assembly (eg Xenophon).</p> <p><b>AO2</b> Answers should interpret the evidence presented in the chosen examples and show to what extent we can discover the importance of the assembly.</p>	20	<p><b>What can we learn from other sources about the importance of the assembly in Sparta?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit evaluation where it occurs.</p>	<p><b>AO1 = 10</b> Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p><b>AO2 = 10</b> Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
	(c)	<p><b>AO1</b> Answers may include:</p> <ul style="list-style-type: none"> <li>the opportunities for individual advancement, such as the Ephorate and the <i>gerousia</i>;</li> <li>references to rewards in the agoge</li> <li>reward sacrifices for the state eg grave stones for those who died in battle or child birth</li> <li>the perception of bravery in Tyrtaeus</li> <li>the limited nature of our evidence for the internal workings of Sparta: evidence may be drawn from Herodotus, Xenophon, Plutarch etc.</li> </ul> <p><b>AO2</b> Answers should:</p> <ul style="list-style-type: none"> <li>evaluate the factual information in the sources and the potential for bias, given the background of our sources;</li> <li>make judgments on the value of the examples as historical evidence;</li> <li>show understanding of how to interpret ancient evidence.</li> </ul>	25	<p><b>‘A lifelong reward for his merits’ (line 4). On the basis of this passage and other sources you have studied, discuss to what extent the Spartan state rewarded merit.</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail. Credit discussion of the limited evidence we have for the careers of individual Spartans and of the reliability of our surviving sources.</p> <p>Credit the discussion of the examples of individual Spartans given opportunities, such as Brasidas and Lysander;</p> <p>Credit reference rewards for non-citizens such as <i>helots</i>, eg at Pylos</p>	<p><b>AO1 = 10</b> Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p><b>AO2 = 15</b> Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
10	(a)	<p><b>AO1</b> Answers might include:</p> <ul style="list-style-type: none"> <li>• the private nature of Spartan decision making;</li> <li>• the presence in Sparta of both allied and other groups;</li> <li>• the Spartan preference for staying at home;</li> <li>• the reference to the expulsion of foreigners and the ban on foreign travel;</li> <li>• the changed situation for Sparta in the 4<sup>th</sup> century where there is a more active role in the Greek world;</li> <li>• the implied criticism in the passage of the behaviour of Spartans towards other states.</li> </ul>	10	<p><b>What do these passages tell us about Sparta's relationships with other states?</b></p> <p>The focus should be on details from the passage that show the changes in Sparta's relationships with other states. Credit understanding of the context of this passage in the work of Xenophon.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
	(b)	<p><b>AO1</b> Sources may include:</p> <ul style="list-style-type: none"> <li>• Herodotus;</li> <li>• Tyrtaeus;</li> <li>• Plutarch <i>Lycurgus</i> (eg 8, 9, 24, 25, 30);</li> <li>• Xenophon <i>Constitution of the Spartans</i>.</li> </ul> <p>Credit discussion of Spartan currency, and the importance of the ideals of community, as shown by Lycurgus' redistribution of land amongst the <i>homoioi</i> and the communal messes (<i>syssitia</i>).</p> <p><b>AO2</b> Answers should interpret the evidence presented in the chosen examples and show how the sources present the Spartan attitude to wealth.</p>	20	<p><b>What can we learn from other sources about the importance of wealth to the Spartans?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of our limited evidence for the attitudes of Spartans, and the extent to which the 'Spartan mirage' complicates this.</p> <p>Reward discussion of the changes arising later in the period when Spartan successes brought more Spartans into contact with foreign wealth.</p> <p>Credit use of other relevant texts such as the <i>sayings of the Spartans</i>, as well as assessment of the contribution of the <i>helots</i> and <i>perioikoi</i> to the wealth of the Spartans.</p> <p>Credit evaluation where it occurs.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
	(c)	<p><b>AO1</b> Answers may include:</p> <ul style="list-style-type: none"> <li>• Spartan leadership within the Peloponnese, including both direct military action and diplomacy;</li> <li>• Sparta's relationships with leading states such as Argos and Corinth;</li> <li>• Sparta's leadership outside the Peloponnese in the 5<sup>th</sup> century, eg Leonidas at Thermopylae</li> <li>• Discussion of Aristophanes, <i>Lysistrata</i></li> <li>• Spartan assembly in Thucydides;</li> <li>• Diodorus</li> </ul> <p><b>AO2</b> Answers should:</p> <ul style="list-style-type: none"> <li>• evaluate the factual information in the sources and the potential for bias, given the background of our sources;</li> <li>• make judgments on the value of the examples as historical evidence;</li> <li>• show understanding of how to interpret ancient evidence.</li> </ul>	25	<p><b>On the basis of these passages and other sources you have studied, to what extent do you agree that the Spartans failed as leaders in the Greek world?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail. Credit discussion of the limitations of our understanding of what the Spartans actually did as leaders. Credit discussion of Sparta's military successes and failures, and also the implications of the renewed interest of Persia in the Aegean.</p> <p>Credit discussion of Sparta's failure to maintain position in the 4<sup>th</sup> century.</p>	<p><b>AO1 = 10</b> Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p><b>AO2 = 15</b> Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
11		<p><b>AO1</b> Answers should include at least some sources. Sources may include:</p> <ul style="list-style-type: none"> <li>• Thucydides, especially the speeches of Archidamus and Sthenelaidas;</li> <li>• Xenophon <i>Constitution of the Spartans</i>;</li> <li>• Aristophanes <i>Lysistrata</i>;</li> <li>• Herodotus;</li> <li>• Plutarch <i>Lycurgus</i></li> <li>• Diodours.</li> </ul> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Strengths such as military experience and powerful land hoplite army</li> <li>• Weaknesses such as the lack of navy, the <i>helot</i> problem, limited financial resources, declining population, poor leadership of other states</li> <li>• the problems posed by the lack of evidence from Sparta itself;</li> <li>• the limited nature of the evidence from non-Athenian sources, including the reliance of sources such as Herodotus and Plutarch on Athenian sources.</li> </ul> <p><b>AO2</b> Credit analysis of the strengths and weaknesses of Sparta.</p> <p>Answers should evaluate the evidence presented in the chosen examples and assess the reliability of the evidence for Athenian perspective on Sparta.</p>	45	<p><b>How far did the Athenians understand the strengths and weaknesses of Sparta?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the limitations of our knowledge of Spartan strengths and weaknesses in this period, and the problematic nature of many of our sources. Credit knowledge of the details of Pericles' assessment of the relative positions of Athens and Sparta at the outbreak of the Peloponnesian War and discussion of Thucydides' account of Pericles' views on Sparta in the speeches setting out his strategy for the Archidamian War.</p>	<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>



Question		Answer	Marks	Guidance	
		<b>Indicative content</b>			<b>Levels of response</b>
12		<p><b>AO1</b> Sources may include:</p> <ul style="list-style-type: none"> <li>• Plutarch <i>Lycurgus</i></li> <li>• Tyrtaeus;</li> <li>• Herodotus (eg the Battle of Thermopylae);</li> <li>• Thucydides (eg 1.101-103 (Helot revolt).</li> </ul> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• details of what the <i>perioikoi</i> and <i>helots</i> did (eg the role of these groups in the economy, and also in the military (eg at Thermopylae and Plataea));</li> <li>• the problematic nature of the evidence for what happens in Sparta;</li> <li>• the contribution of the <i>perioikoi</i> and <i>helots</i> to Sparta's success in the period.</li> </ul> <p>Credit discussion of the increasing use of <i>helots</i> later in the period (eg by Brasidas) and the problems of manpower in Sparta.</p> <p><b>AO2</b> Credit analysis of the roles of <i>helots</i> and <i>perioikoi</i>. Answers should evaluate the evidence presented in the chosen examples and show to what extent we can rely on the evidence of our sources for what happened in Sparta itself.</p>	45	<p><b>To what extent do the sources help us to understand the contribution of the <i>perioikoi</i> and the <i>helots</i> to Spartan success?</b></p> <p>There should be a range of examples chosen from the sources, with appropriate detail.</p> <p>Credit discussion of the limitations of our knowledge about what the <i>perioikoi</i> and <i>helots</i> actually did, and the problematic nature of many of our sources. Credit discussion of further sources, such as Herodotus (Battle of Plataea) or Thucydides (4.26 (Pylos), <i>helots</i> as hoplites (4.80-81)).</p>	<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5</p>

## APPENDIX 1

## AS Classics Marking Grid for essays and contexts in Units AH1 and AH2

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.		
<b>Level 5</b>	<b>9-10 (a) (b) (c)</b>	<b>18-20 ESSAY</b>	<b>9-10 (b)</b>	<b>14-15 (c)</b>	<b>22-25 ESSAY</b>
	<ul style="list-style-type: none"> <li>A very good range of detailed factual knowledge;</li> <li>Fully relevant to the question;</li> <li>Well-supported with evidence and reference to the sources;</li> <li>Displays a very good understanding of concepts and contexts of events and/or sources.</li> </ul>		<ul style="list-style-type: none"> <li>Thorough analysis of evidence and issues leading to coherent judgements;</li> <li>Thorough interpretation and evaluation of the sources and/or evidence;</li> <li>Very well structured response with clear and developed argument;</li> <li>Fluent and effective communication of ideas;</li> <li>Very accurately written with a range of specialist vocabulary accurately used.</li> </ul>		
<b>Level 4</b>	<b>7-8 (a) (b) (c)</b>	<b>14-17 ESSAY</b>	<b>7-8 (b)</b>	<b>10-13 (c)</b>	<b>17-21 ESSAY</b>
	<ul style="list-style-type: none"> <li>A good range of detailed factual knowledge;</li> <li>Mostly relevant to the question;</li> <li>Mostly supported with evidence and reference to the sources;</li> <li>Displays a good understanding of concepts and contexts of events and/or sources.</li> </ul>		<ul style="list-style-type: none"> <li>Good analysis of evidence and issues leading to some coherent judgements;</li> <li>Sound interpretation and evaluation of the sources and/or evidence</li> <li>Well structured response with clear argument;</li> <li>Mostly fluent and effective communication of ideas;</li> <li>Accurately written with some specialist vocabulary accurately used.</li> </ul>		
<b>Level 3</b>	<b>5-6 (a) (b) (c)</b>	<b>9-13 ESSAY</b>	<b>5-6 (b)</b>	<b>6-9 (c)</b>	<b>12-16 ESSAY</b>
	<ul style="list-style-type: none"> <li>A range of basic factual knowledge;</li> <li>Partially relevant to the question;</li> <li>Partially supported with evidence and reference to the sources;</li> <li>Displays some understanding of concepts and contexts of events and/or sources.</li> </ul>		<ul style="list-style-type: none"> <li>Some analysis of evidence and/or issues with some judgements;</li> <li>Partial interpretation and/or evaluation of the sources and/or evidence</li> <li>Structured response with some underdeveloped argument;</li> <li>Generally effective communication of ideas;</li> <li>Mostly accurately written with specialist vocabulary sometimes accurately used.</li> </ul>		
<b>Level 2</b>	<b>2-4 (a) (b) (c)</b>	<b>5-8 ESSAY</b>	<b>2-4 (b)</b>	<b>3-5 (c)</b>	<b>6-11 ESSAY</b>
	<ul style="list-style-type: none"> <li>Limited factual knowledge;</li> <li>Occasionally relevant to the question;</li> <li>Occasionally supported with evidence;</li> <li>Displays some understanding of concepts and contexts of events and/or sources.</li> </ul>		<ul style="list-style-type: none"> <li>Occasional analysis of evidence and/or issues with little attempt at judgement;</li> <li>Limited interpretation and/or evaluation of the sources and/or evidence</li> <li>Poorly structured response with little or no argument;</li> <li>Occasionally effective communication of ideas;</li> <li>Occasionally accurately written with specialist vocabulary rarely used or used inappropriately.</li> </ul>		
<b>Level 1</b>	<b>0-1 (a) (b) (c)</b>	<b>0-4 ESSAY</b>	<b>0-1 (b)</b>	<b>0-2 (c)</b>	<b>0-5 ESSAY</b>
	<ul style="list-style-type: none"> <li>Little or no factual knowledge;</li> <li>Rarely relevant to the question;</li> <li>Minimal or no supporting evidence;</li> <li>Displays minimal or no understanding of concepts and contexts of events and/or sources.</li> </ul>		<ul style="list-style-type: none"> <li>Very superficial analysis of the evidence and/or issues;</li> <li>Little or no interpretation or evaluation of the sources and/or evidence;</li> <li>Very poorly structured or unstructured response;</li> <li>Little or no effective communication of ideas;</li> <li>Little or no accuracy in the writing with little or no specialist vocabulary.</li> </ul>		

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