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Oxford Cambridge and RSA

Thursday 19 May 2016 – Afternoon

AS GCE CLASSICS: ANCIENT HISTORY

F391/01 Greek History from original sources

Candidates answer on the Answer Booklet.

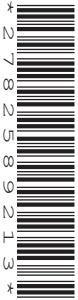
OCR supplied materials:

- 12 page Answer Booklet
(sent with general stationery)

Other materials required:

None

Duration: 1 hour 30 minutes



INSTRUCTIONS TO CANDIDATES

- Complete the boxes on the Answer Booklet with your name, centre number and candidate number.
- Use black ink.
- This Question Paper contains questions on the following three options:
Option 1: Athenian Democracy in the 5th century BC
Option 2: Delian League to Athenian Empire
Option 3: Politics and Society of Ancient Sparta
- Choose **one** option. Answer **one** question from Section A and **one** question from Section B. Both questions must be from the same option.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write the number of each question answered in the margin.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- The quality of your written communication will be assessed in this paper.
- This document consists of **12** pages. Any blank pages are indicated.

INSTRUCTION TO EXAMS OFFICER/INVIGILATOR

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Option 1: Athenian Democracy in the 5th century BC

Answer **one** question from Section A and **one** question from Section B.

SECTION A – Commentary Questions

Answer **one** question from this section.

Marks are awarded in parts (b) and (c) of Questions 1 and 2 for the quality of written communication in your answer.

- 1** Read the passages and answer the questions. You are expected to refer to the passages and to use your own knowledge in your answers.

SAUSAGE-SELLER: But look 'ere – I don't think I deserve to be great.

DEMOSTHENES: What's all this about not deserving to be great? You've not got any secret virtues on your conscience, have you?

[The SAUSAGE-SELLER shakes his head.]

You're not of good birth, by any chance?

5

SAUSAGE-SELLER: The worst birth you could think of.

DEMOSTHENES: Thank heaven! That's just what's wanted for a politician.

SAUSAGE-SELLER: But look 'ere – I 'ardly went to school, I got no learning. Why, I can only just read an' write.

DEMOSTHENES: What a shame you can only just! If only you couldn't at all! Come off it, you don't think politics is for the educated, do you, or the honest? It's for illiterate scum like you now! I beg you, don't let slip the marvellous opportunity the holy oracle has revealed.

10

Aristophanes, *Knights* 182–194

For if the good spoke and served on the Council, there would be excellent consequences for those like them, but not excellent consequences for those sympathetic with the common people. But now, when anyone who wishes gets up and speaks, some bad man, he discovers what is excellent for himself and those like himself. But someone might say 'How could a man like this recognise what is excellent for himself and for the common people?' The Athenians recognise that this man's ignorance and depravity and goodwill profit them more than the good man's ability, wisdom and ill-will.

5

The Old Oligarch 1.6–7

[LACTOR 2]

- (a) What do these passages tell us about those involved in politics in Athens? [10]
- (b) What can we learn from other sources about the background of politicians in Athens during the 5th century BC? [20]
- (c) On the basis of these passages and other sources you have studied, to what extent did poor leadership undermine the Athenian democracy? [25]

Option 1: Athenian Democracy in the 5th century BC

Do not answer this question if you have already answered Question 1.

- 2** Read the passage and answer the questions. You are expected to refer to the passage and to use your own knowledge in your answers.

When the other six – Perikles, Diomedon, Lysias, Aristokrates, Thrasyllus and Erasinides – sailed home, Arkhedemos, who at the time led the Athenian people and managed the two-obol benefit, imposed a fine on Erasinides and then prosecuted him before a jury court, alleging that he held money from the Hellespont that belonged to the people; he also accused him of misconduct as a general. The court decided to imprison Erasinides. After this the generals explained to the Council about the sea battle and the severity of the storm. When Timokrates proposed that the other generals too should be imprisoned and handed over to the Assembly, the Council imprisoned them. 5

After this a meeting of the Assembly was held, at which a number of people, and especially Theramenes, attacked the generals, saying that they ought to render an account of their failure to pick up the shipwrecked men. As proof that they implicated no one else, Theramenes produced a dispatch which the generals had sent to the Council and Assembly, in which they blamed nothing but the storm. After this each general spoke in his own defence, but only briefly because, in accordance with the law, they were not allowed to make a full-length speech. 10
15

Xenophon, History of Greece 1.7

[LACTOR 5]

- (a) What does this passage tell us about problems faced by Athenian generals? [10]
- (b) What can we learn from other sources about how the Athenian democracy held magistrates and officials to account? [20]
- (c) On the basis of this passage and other sources you have studied, to what extent were individuals able to control decision making in Athens? [25]

Section A Total [55]

Option 1: Athenian Democracy in the 5th century BC**SECTION B – Essays**

Answer **one** question.

Start your answer on a new page.

Marks are awarded for the quality of written communication in your answer.

- 3** ‘Pericles, not Cleisthenes, was the most significant figure in the development of the Athenian democracy.’ How far do you agree with this view?

In your answer, you should:

- outline the contributions of Pericles and Cleisthenes to the development of the democracy;
- consider what the sources tell us about the significance of their contributions;
- assess the reliability of these sources.

[45]

- 4** ‘What made Athenian democracy extraordinary was the participation of all sections of society.’ How far do you accept this assessment?

In your answer, you should:

- outline briefly what opportunities there were for participation by all sections of society;
- consider what the sources tell us about how far the population of Attica participated in the democracy;
- evaluate how reliable these sources are.

[45]

Section B Total [45]

Option 2: Delian League to Athenian Empire

Answer **one** question from Section A and **one** question from Section B.

SECTION A – Commentary Questions

Answer **one** question from this section.

Marks are awarded in parts (b) and (c) of Questions 5 and 6 for the quality of written communication in your answer.

- 5 Read the passage and answer the questions. You are expected to refer to the passage and to use your own knowledge in your answers.

They then discussed what was to be done with the other prisoners and, in their angry mood, decided to put to death not only those now in their hands but also the entire adult male population of Mytilene, and to make slaves of the women and children. What they held against Mytilene was the fact that it had revolted even though it was not a subject state, like the others, and the bitterness of their feelings was considerably increased by the fact that the Peloponnesian fleet had actually dared to cross over to Ionia to support the revolt. This, it was thought, could never have happened unless the revolt had been long premeditated. So they sent a trireme to Paches to inform him of what had been decided, with orders to put the Mytilenians to death immediately. 5

Next day, however, there was a sudden change of feeling and people began to think how cruel and how unprecedented such a decision was – to destroy not only the guilty, but the entire population of a state. Observing this, the deputation from Mytilene which was in Athens and the Athenians who were supporting them approached the authorities with a view to having the question debated again. They won their point the more easily because the authorities themselves saw clearly that most of the citizens were wanting someone to give them a chance of reconsidering the matter. So an assembly was called at once. 10

Thucydides, *History of the Peloponnesian War* 3.36

- (a) What does this passage tell us about Athenian views of the Mytilene revolt? [10]
- (b) What can we learn from other sources about the use of military power by Athens against her allies? [20]
- (c) On the basis of this passage and other sources you have studied, to what extent did Athens' view of her allies change after the setting up of the Delian League? [25]

Option 2: Delian League to Athenian Empire

Do not answer this question if you have already answered Question 5.

- 6** Read the passage and answer the questions. You are expected to refer to the passage and to use your own knowledge in your answers.

As for all the mainland cities ruled by the Athenians, the large ones are ruled by fear and the small ones by necessity; for no city can do without exports and imports. But these will not be accessible for a city unless it is subject to the rulers of the sea. ...

In this policy too the Athenians seem to me not to be right, that they side with the worse men in cities split by civil strife. They do this deliberately. For if they chose the better people, they would not be choosing people sympathetic to their own ideas. For in no city are the best elements well-disposed to the common people: it is rather the worst elements in each city who are well-disposed to the common people. Like are well-disposed to like. For this reason, therefore, the Athenians choose what suits them. Whenever they have tried to side with the best people, it has not been in their interests: in a short time the common people were enslaved in Boiotia; when they sided with the best people in Miletos, in a short time they revolted and massacred the common people; and when they sided with the Spartans, and not the Messenians, in a short time the Spartans had subjugated the Messenians and were at war with the Athenians.

The Old Oligarch 2.3, 3.10–11

[LACTOR 2]

- (a) What does this passage tell us about the relationship between Athens and other states? **[10]**
- (b) What can we learn from other sources about the reactions of allied states to Athenian interference in their affairs? **[20]**
- (c) On the basis of this passage and other sources you have studied, how effectively was Athens able to maintain political control of her allies? **[25]**

Section A Total [55]

Option 2: Delian League to Athenian Empire**SECTION B – Essays**

Answer **one** question.

Start your answer on a new page.

Marks are awarded for the quality of written communication in your answer.

- 7** 'From the very beginning the Delian League was run solely for the benefit of the Athenians.' To what extent do you agree with this view?

In your answer, you should:

- outline what the sources tell us about the benefits of the Delian League;
- consider to what extent the Athenians ran the Delian League for their own benefit;
- assess the reliability of the sources.

[45]

- 8** 'The Athenian Empire proved to be a disaster for all Greek states.' How far do you agree with this assessment?

In your answer, you should:

- outline the ways in which Greek states suffered and gained as a result of the Athenian Empire;
- consider how far the Athenian Empire was a disaster for all Greek states;
- assess the reliability of the sources for the Athenian Empire.

[45]

Section B Total [45]

Option 3: Politics and Society of Ancient Sparta

Answer **one** question from Section A and **one** question from Section B.

SECTION A – Commentary Questions

Answer **one** question from this section.

Marks are awarded in parts (b) and (c) of Questions 9 and 10 for the quality of written communication in your answer.

- 9 Read the passage and answer the questions. You are expected to refer to the passage and to use your own knowledge in your answers.

After this speech he himself, in his capacity of ephor, put the question to the Spartan assembly. They make their decisions by acclamation, not by voting, and Sthenelaidas said at first that he could not decide on which side the acclamations were the louder. This was because he wanted to make them show their opinions openly and so make them all the more enthusiastic for war. He therefore said: 'Spartans, those of you who think that the treaty has been broken and that the Athenians are aggressors, get up and stand on one side. Those who do not think so, stand on the other side,' and he pointed out to them where they were to stand. They then rose to their feet and separated into two divisions. The great majority were of the opinion that the treaty had been broken.

5

10

They then summoned their allies to the assembly and told them that they had decided that Athens was acting aggressively, but that they wanted to have all their allies with them when they put the vote, so that, if they decided to make war, it should be done on the basis of a unanimous resolution.

Thucydides, *History of the Peloponnesian War* 1.87

- (a) What does this passage tell us about how the Spartans made decisions? [10]
- (b) What can we learn from other sources about the role of the *ephors* in Sparta? [20]
- (c) On the basis of this passage and other sources you have studied, to what extent do you agree that ordinary *Spartiates* had little influence on Spartan policy? [25]

Option 3: Politics and Society of Ancient Sparta

Do not answer this question if you have already answered Question 9.

- 10** Read the passage and answer the questions. You are expected to refer to the passage and to use your own knowledge in your answers.

For it is fine to die in the front line,
 a brave man fighting for his fatherland,
 and the most painful fate's to leave one's town
 and fertile farmlands for a beggar's life,
 roaming with mother dear and aged father, 5
 with little children and with wedded wife.

...

This is the truth: the vagrant is ignored
 and slighted, and his children after him.
 So let us fight with spirit for our land,
 die for our sons, and spare our lives no more. 10

You young men, keep together, hold the line,
 do not start panic or disgraceful rout.

Keep grand and valiant spirits in your hearts,
 be not in love with life – the fight's with men! 15

Do not desert your elders, men with legs
 no longer nimble, by recourse to flight: 20

it is disgraceful when an older man
 falls in the front line while the young hold back,
 with head already white, and grizzled beard,
 gasping his valiant breath out in the dust 25

and clutching at his bloodied genitals,
 his nakedness exposed: a shameful sight
 and scandalous. But for the young man, still
 in glorious prime, it is all beautiful:

alive, he draws men's eyes and women's hearts; 25
 felled in the front line, he is lovely yet.

Tyrtaeus, 10

- (a)** What does this passage tell us about the importance of courage in Sparta? [10]
- (b)** What can we learn from other sources about the training of young men for battle? [20]
- (c)** On the basis of this passage and other sources you have studied, to what extent do you agree that Sparta's reputation for bravery in battle was deserved? [25]

Section A Total [55]

Option 3: Politics and Society of Ancient Sparta**SECTION B – Essays**

Answer **one** question.

Start your answer on a new page.

Marks are awarded for the quality of written communication in your answer.

11 Discuss how far the kings were able to control what happened in Sparta.

In your answer, you should:

- outline briefly what the sources tell us about the powers of the kings in Sparta;
- consider the ways in which the kings' control of what happened in Sparta was limited;
- evaluate the reliability of the sources.

[45]

12 'Aristophanes' *Lysistrata* adds little to our understanding of Spartan society.' To what extent do you agree with this view?

In your answer, you should:

- outline briefly what Aristophanes' *Lysistrata* tells us about Spartan society;
- compare this with what we can learn from other sources about Spartan society;
- assess the reliability of Aristophanes' *Lysistrata* and these other sources.

[45]

Section B Total [45]

END OF QUESTION PAPER

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