

# A-LEVEL

# CLASSICAL CIVILISATION

CIV1B Athenian Democracy

Mark scheme

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2020  
June 2014

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Version/Stage: Final v 1.0

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the student uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

**Information in round brackets is not essential to score the mark.**

## DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- determine the mark from the mark range associated with that level, judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of students after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Students are **not** necessarily required to respond to all the bullet points in order to reach Level 5 or Level 4, but they should cover a sufficient range of material to answer the central aspects of the question.

## QUALITY OF WRITTEN COMMUNICATION

The Quality of Written Communication will be taken into account in all questions worth 10 or more marks. This will include the student's ability

- to communicate clearly, ensuring that text is legible and that spelling, punctuation and grammar are accurate
- to select and use an appropriate form and style of writing, and
- to organise information clearly and coherently, using specialist vocabulary when appropriate.

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

<b>Level 4</b>	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>

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**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>	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>27-30</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</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>	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>13-19</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> 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>	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>1-6</b>

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## **Unit 1B Athenian Democracy**

### **Section 1**

#### **Option A**

**01 How many members of each prytany were there?**

50 [1]

(1 mark)

**02 For how long did they serve as a prytany?**

one-tenth of year / 34 or 39 days / a month [1]

(1 mark)

**03 Members of each prytany were always men and always citizens. Give one other thing which the members had in common.**

from same tribe / over age of 30 / *zeugitai* or above / had not served more than once before [1]

(1 mark)

**04 How was the chairman of the prytanes chosen and for how long did he serve?**

lot / sortition [1] 24 hours / 1 day (and night) [1]

(2 marks)



**05 How important was the whole Council (Boulé) in the Athenian democracy? Give the reasons for your views and support them with details from Aristotle's The Athenian Constitution.**

Judgements may be supported by discussion of range (but **not** necessarily all) of **e.g.**

- represented cross-section of Attica
- met daily apart from festivals
- set agenda for assembly (*ekklesia*) and ensured its decisions carried out – major role in ensuring efficiency and effectiveness of democratic decision-making process, and might be regarded as sub-committee of assembly
- role in providing training in political realities that could prove useful in assembly
- received heralds / ambassadors – important in foreign relations
- had limited judicial functions but far less important than *dikasteria*
- conducted investigations into conduct of most officials (subject to appeal to *dikasteria*) – important role in ensuring accountability to *demos*
- approved suitability of following year's *bouleutai* and archons (*dokimasia*)
- in charge of triremes, on which Athenian power depended
- inspected all public buildings
- reviewed cavalry and disabled
- received tribute, major source of Athenian income
- reviewed those registered by demes as citizens – important role in regulating citizen body
- perhaps issues of experience / continuity, but minimum age requirement etc.
- importance given to Council (*Boulè*) by Cleisthenes became engine for democratic change etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**06 ‘A fair but inefficient way of making political decisions.’**

**To what extent do you agree with this judgement on the Athenian assembly? Give the reasons for your views and support them with details from the sources you have read.**

**You might include discussion of:**

- **where assembly meetings were held and who attended them**
- **how meetings were organized, including the agenda, and how order was kept**
- **who spoke**
- **how decisions were made**
- **prosecution for an illegal proposal (*graphe paranomon*)**
- **the views expressed in *The Old Oligarch*.**

Judgements may be supported by discussion of range (but **not** necessarily all) of **e.g.**

- meetings in open air on Pnyx; speakers needed to be strong; meetings abandoned in bad weather causing discontinuity in debate; central location encouraged participation, though travel from outlying demes more problematic etc.
- all citizens over 18 (or 20) eligible to attend, though perhaps more difficult for more distant, poorer farmers; perhaps increase in *thetes*' attendance during Peloponnesian War; Pnyx seems to have been designed for c.6000 participants (percentage of *demos*?); red rope to encourage attendance; no pay till c.400 BC etc.
- agenda decided and published by *Boulè* (but apparently preliminary vote whether *Boulè*'s motion should be put to assembly); motion might not be specific proposal but simply indicate topic to be discussed; assembly could pass motion requiring *Boulè* to put particular item on next agenda; some items compulsory at particular meetings; regular schedule of meetings (apparently 4 each prytany) but emergency sessions possible; assembly always had final decision (subject to *graphe paranomon*); no evidence of conflict between assembly and *Boulè* etc.
- *epistates* chosen by lot from *prytanes* – impartial but risk of incompetence, though no evidence for latter; otherwise order kept by herald and Scythian slaves; religious context with purification / prayers by priests at start; all entitled to speak as invited to do so by herald; wore garland while speaking; educated rich more likely to speak; expected to keep to single subject at a time, presumably controlled by (dis)approval of listeners; fears that uneducated audience susceptible to misleading rhetorical persuasion etc.
- secret voting (black and white pebbles) only for most serious issues (e.g. *atimia*); voting normally by show of hands so potentially open to influence / pressure, though little evidence that this seen as significant issue etc.
- *graphe paranomon*: alleged illegal proposal suspended even if passed by assembly; provided time for reflection; final decision in *dikasteria* (relatively large sub-group of potential members of assembly) where voting secret; potential tool for political manipulation etc.
- views of sources, in particular *Old Oligarch*

Credit may also be given for relevant use of particular examples e.g. Mytilene debate, but this is **not** required.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

**Option B**

**07 For what task does Philocleon receive ‘three obols’ (Passage A, line 4)?**

serving on jury / in lawcourts / acting as dikast [1]

(1 mark)

**08 In what ways had the fleet contributed to the development of democracy in Athens? Make four points.**

**FOUR** of e.g. Athenian power / wealth depended on ordinary citizens / *thetes* [1] as even Old Oligarch concedes [1] because ships manned by them [1] defeated Persians [1] at Salamis [1] gained Delian League [1] which became Athenian Empire [1] from which tribute [1] which created affluence / financial reserves [1] to enable pay for public service [1] created many naval / overseas jobs [1] liturgy of maintaining triremes helped to redistribute wealth [1] etc.

(4 marks)

**09 In The Wasps, how far does Philocleon put ‘self-interest before justice’ (Passage B, lines 3-4)? Give the reasons for your views and support them with details from The Wasps.**

Judgements may be supported by discussion of range (but **not** necessarily all) of e.g.

- said by Xanthias to be harsh (‘comes home with enough wax under his fingernails to stock a beehive’) and by chorus to be ‘the keenest stinger of us all’ etc.
- defends his addiction to jury-service on grounds that it gives him ‘absolute sovereignty’ accountable to no one, entertaining shows / performances in court (‘we see all the boys in the nude’, get to listen to flute recital etc.), protection from Cleon, attentiveness from daughter and wife when comes home with 3 obols etc.
- defeated by Bdelycleon, with mock tragic consequences, by argument based entirely on materialistic self-interest etc.
- acquiesces to Bdelycleon’s suggestion of home-trial because of its potential material comforts and devastated when tricked into acquittal etc.
- during drunken rampage says ‘Balls to the voting urn!’ and mocks Baking-woman, Chaerephon and Citizen when threatened with lawsuits etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**10 How important were the lawcourts in the Athenian democracy after Ephialtes' reforms? Give the reasons for your views.**

You might include discussion of:

- who could bring a charge and who could serve on the juries
- the types of charge the jury courts dealt with
- the relationship between the lawcourts and other parts of the democratic system after Ephialtes' reforms
- prosecution for an illegal proposal (*graphe paranomon*)
- features of the jury courts that reduced opportunities for corruption
- views on the jury courts put forward in *The Wasps*.

Judgements may be supported by discussion of range (but **not** necessarily all) of **e.g.**

- any individual citizen who wished could bring a charge; no public prosecutor etc.
- any citizen over 30 of any class could serve on juries, giving sense of mass involvement in democracy in addition to participation in assembly; pay for jury service often said to have encouraged preponderance of poor / elderly but Aristophanes' portrayal of chorus in *Wasps* should not be taken too literally; in principle all officials ultimately accountable to theoretically representative sample of *demos* etc.
- pay of 2 obols by Pericles, 3 obols by Cleon facilitated participation of poor etc.
- Ephialtes transferred power from Areopagos (left only with jurisdiction over murder, arson and sacrilege e.g. to sacred olive trees) to assembly, Council and *dikasteria*, which 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 (e.g. *stratego*) not limited to rejection at next election; also trials involving Athens' allies; no right of appeal etc.
- after *graphe paranomon* introduced, any proposal in assembly alleged to be illegal subject to contest in *dikasteria* regardless of whether or not assembly had passed it; perhaps provided cooling-off period in highly contentious matters where opinion fairly evenly divided, but gave *dikasteria* (relatively large sub-group of potential members of assembly) clear final decision in political matters so that effectively guardians of constitution; ostracism went into disuse etc.
- jurors' oath to vote in accordance with laws / decide in favour of litigant who seemed more just; bribery difficult despite comments of *Old Oligarch* and implications of some jokes in *Wasps* because juries large, selected by lot on day of trial from pool of 6000 and delivered verdict by secret ballot without discussion, but juries might be swayed by emotional rhetorical appeals (e.g. children, reminders of expensive liturgies etc.) as comically demonstrated in *wasps*; time limit for speeches (*klepsydra*); jurors not legal experts etc.
- in his customary way, Aristophanes trivialises what would normally be regarded as very serious (a corruption trial); 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, to achieve this end etc.
- *Old Oligarch* recognised importance of *dikasteria* by detailing its overload and tellingly admitting the only way to reduce backlog would be to reduce size of juries, with less just result etc.

- Aristotle followed tradition in which introduction of pay (as political move by Pericles to minimise effect of personal wealth of rival Cimon) brought lowering of standards, but indicates importance of *dikasteria* by describing roles / procedures at great length etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

## Section 2

### Option C

- 11 How successfully did Solon solve the economic and political problems in Attica at the beginning of the 6<sup>th</sup> century BC? Give the reasons for your views.

You might include discussion of:

- the causes of the problems and how serious they were
- the aims that Solon says he has in his poems
- the Shaking-off of Burdens (*seisachtheia*)
- the significance of his changes to the classes
- the significance of his introduction of the right of appeal, third-party redress and display of the laws
- what Solon did not change
- the reasons for what happened after Solon made his reforms.

Judgements may be supported by discussion of range (but **not** necessarily all) of e.g.

- fear of *stasis* / tyranny because deep discontent between rich and poor because poor excluded from politics, political / judicial decisions made by Eupatridae; membership of Areopagos, with vague wide-ranging powers for life and unaccountable; Draconian laws excessively harsh, imposed death for all crimes, and provided no means of redress; 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; rise of hoplite class who fought for city but were excluded from office etc.
- in poetry Solon portrays himself as mediator with aim of restoring basic justice, castigating greed of rich, giving each side what they deserve, to achieve *eunomia* etc. – ‘I gave to the people as much esteem as is sufficient for them’, ‘did not allow either to win an unjust victory’, ‘people will best follow their leaders if they are neither unleashed nor restrained too much’, ‘nor was it my pleasure that ... that the bad should have equal shares with the good’, ‘providing straight justice for each man’, ‘I stood in the middle ground between them like a marker’ etc.
- *seisachtheia* abolished all existing debts, banned *epi somati* loans for future; fundamental reforms, providing fresh start, enabling peasants to own outright land which was their sole source of economic well-being, establishing principles that no citizen could legally be compelled to work for another or lose citizenship because of economic hardship, making clear distinction between free men and slaves on which new classes depended etc.
- political opportunities and duties to be based on agricultural wealth rather than birth; archonship and Areopagos open to slightly wider class of *pentacosiomedimnoi* (and ? *hippeis*) with probably little immediate change but possibility of widening membership over time and significant change in principle; right of poor to attend assembly guaranteed and so given some say in political process
- 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.
- ban on export of agricultural produce except olive oil improved well-being of poor while restricting activities of ruling class which damaged community as whole etc.
- because Solon did not solve underlying economic problems, achieve consensus, eliminate rivalry between aristocratic factions and remove other ways in which elite could control peasantry through clans and Ionic tribes, did not remove conditions in which *stasis* could continue and tyranny emerge; *anarchia*, Damasias, rise of factions under Megacles, Lycurgus, Peisistratus etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

**Option D**

**12** ‘As a result of Peisistratus’ tyranny and Cleisthenes’ reforms, Athens became stable both economically and politically.’

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

**You might include discussion of:**

- **the effect of the tyranny on Athens’ economy**
- **the political effects of the tyranny**
- **the circumstances in which Cleisthenes came to power**
- **the effects of Cleisthenes’ reforms of the demes, tribes, Council (Boulè) and strategoi and the introduction of ostracism**
- **what Cleisthenes did not change**
- **how stable Athens was after Cleisthenes’ reforms.**

Judgements may be supported by discussion of range (but **not** necessarily all) of **e.g.**

- tyrants may have redistributed land of those who were exiled; taxed wealthy; from this revenue and own resources from silver mines etc. gave loans to poor to establish olive production and solve problems of debt; 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 unity etc.
- tyrants gave people no new powers and according to Aristotle discouraged them from participating in politics in city; however, they kept Solon’s reforms guaranteeing basic rights, and by providing long period of stability allowed to become established; set up deme judges which made justice more accessible to poor and consistency in its administration independent of local nobles; because of tyrants’ supremacy, influence of other nobles waned and people became accustomed to look centrally for support rather than to local aristocrat on whom would then be dependent; Hippias’ rule became harsher as consequence of botched assassination by ‘tyrannicides’, which led to expulsion orchestrated by rival noble family of Alcmaeonids and desire for system that would prevent such a situation recurring etc.
- when Cleisthenes lost support to Isagoras in aristocratic political clubs, attached people to his faction by promising them political power; when Isagoras with 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 (*Boulè*) 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.
- *stratego*i 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.
- no changes to Solon's classes or restrictions on eligibility for archonship / Areopagos; Athens largely united in opposition to Persian threat; creation of fleet brought victory, overseas power and prosperity; Ephialtes' reforms achieved with shedding only of his blood 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>	1	-	1
<b>02</b>	1	-	1
<b>03</b>	1	-	1
<b>04</b>	2	-	2
<b>05</b>	5	5	10
<b>06</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>07</b>	1	-	1
<b>08</b>	4	-	4
<b>09</b>	5	5	10
<b>10</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>11</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>12</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>