



**General Certificate of Education  
June 2011**

**Classical Civilisation 1021**

**Athenian Democracy**

**AS Unit CIV1B**

**Final**

***Mark Scheme***

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

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## 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 candidate 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 candidates after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Candidates 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 candidate's ability

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

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

<b>Level 4</b>	Demonstrates <ul style="list-style-type: none"><li>• accurate and relevant knowledge covering central aspects of the question</li><li>• clear understanding of central aspects of the question</li><li>• ability to put forward an argument which for the most part has an analytical and/or evaluative focus appropriate to the question and uses knowledge to support opinion</li><li>• ability generally to use specialist vocabulary when appropriate.</li></ul>	<b>9-10</b>
<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li><li>• some understanding of some aspects of the question</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>6-8</b>
<b>Level 2</b>	Demonstrates <b>either</b> <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li></ul> <b>or</b> <ul style="list-style-type: none"><li>• some relevant opinions with inadequate accurate knowledge to support them.</li></ul>	<b>3-5</b>
<b>Level 1</b>	Demonstrates <b>either</b> <ul style="list-style-type: none"><li>• some patchy accurate and relevant knowledge</li></ul> <b>or</b> <ul style="list-style-type: none"><li>• an occasional attempt to make a relevant comment with no accurate knowledge to support it.</li></ul>	<b>1-2</b>

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

<b>Level 5</b>	Demonstrates <ul style="list-style-type: none"><li>• well chosen, accurate and relevant knowledge covering most of the central aspects of the question</li><li>• coherent understanding of the central aspects of the question</li><li>• ability to sustain an argument which</li><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>	<b>19-20</b>
<b>Level 4</b>	Demonstrates <ul style="list-style-type: none"><li>• generally adequate, accurate and relevant knowledge covering many of the central aspects of the question</li><li>• understanding of many of the central aspects of the question</li><li>• ability to develop an argument which<ul style="list-style-type: none"><li>has a generally analytical and/or evaluative focus,</li><li>is broadly appropriate to the question,</li><li>mainly supports comment with detail and</li><li>has a discernible structure</li><li>is generally clear and coherent, using appropriate, generally accurate language and</li><li>generally makes use of specialist vocabulary when appropriate.</li></ul></li></ul>	<b>14-18</b>
<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li><li>• some understanding of some aspects of the question</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>9-13</b>
<b>Level 2</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> a range of accurate and relevant knowledge</li><li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li><li>• <b>and</b> sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li></ul>	<b>5-8</b>
<b>Level 1</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> some patchy, accurate and relevant knowledge</li><li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li><li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li></ul>	<b>1-4</b>

**LEVELS OF RESPONSE FOR QUESTIONS WORTH 30 MARKS**

<b>Level 5</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• well chosen, accurate and relevant knowledge covering most of the central aspects of the question</li> <li>• coherent understanding of the central aspects of the question</li> <li>• ability to sustain an argument which <ul style="list-style-type: none"> <li>has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, effectively links comment to detail, has a clear structure reaches a reasoned conclusion is clear and coherent, using appropriate, accurate language and makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>	<b>27-30</b>
<b>Level 4</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• generally adequate, accurate and relevant knowledge covering many of the central aspects of the question</li> <li>• understanding of many of the central aspects of the question</li> <li>• ability to develop an argument which <ul style="list-style-type: none"> <li>has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail has a discernible structure is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>	<b>20-26</b>
<b>Level 3</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> <li>• some understanding of some aspects of the question</li> <li>• some evidence of analysis and/or evaluation appropriate to the question</li> <li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li> <li>• some ability to use specialist vocabulary when appropriate.</li> </ul>	<b>13-19</b>
<b>Level 2</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• <b>either</b> a range of accurate and relevant knowledge</li> <li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li> <li>• <b>and</b> writes with sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>7-12</b>
<b>Level 1</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• <b>either</b> some patchy, accurate and relevant knowledge</li> <li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li> <li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>1-6</b>

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**Mark Scheme**  
**Unit 1B      Athenian Democracy**

**Section One**

**Option A**

**01    Give the name of one of the tyrants who had ruled Athens.**

Peisistratus / Hippias / Hipparchus / Damasias / Kylon [1]

(1 mark)

**02    Why did Cleisthenes need to gain the people's support? Give three reasons.**

**THREE** of **e.g.** after fall of tyranny / expulsion of Hippias [1] Cleisthenes competing with Isagoras / another aristocrat [1] supporter of tyrants oligarchy / rich / aristocrats [1] to whom Cleisthenes lost power (in political clubs) [1] Isagoras called in Spartan king / Cleomenes [1] who exiled Cleisthenes [1] and 700 (Alcmaeonid) families [1] and tried to dissolve Council [1] people besieged Isagoras and Cleomenes (on Acropolis) [1] and then recalled Cleisthenes [1] etc.

(3 marks)

**03    On what did Athenians write their vote in an ostracism?**

pottery / *ostraka* [1]

(1 mark)

**04    How much power did ostracism give the people both in theory and in practice? Give the reasons for your views.**

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- ostracism gave considerable power to people; each year had opportunity to vote in assembly for one ostracism; ostracism then gave people opportunity, voting together in new tribes in agora, to exile for 10 years a prominent leader of their choice, subject to quorum of 6000 to prevent minority verdict; made leaders directly accountable to people; was a weapon against the rise of tyrants and a means to end factional in-fighting such as had arisen between Cleisthenes and Isagoras to detriment of popular will after the expulsion of Hippias etc.
- perhaps less popular among those who were illiterate and those who saw how the system could be abused with prefabricated *ostraka* etc.
- said by Aristotle to have been introduced by Cleisthenes, presumably end 6<sup>th</sup> cent. though no date given; however, not used (successfully) till 487 BC; Aristotle says this occurred because people had greater confidence after victory at Marathon; used 3 consecutive years against supporters of tyrants (Hipparchus, Megacles and another), in following year against Alcmaeonid Xanthippus, and 2 years later against Aristides (? as result of conflict with Themistocles over creation of fleet, which proved to be a major engine in the development of popular power) etc.
- thereafter used only sporadically (Themistocles, Cimon, Thucydides) with final use in corrupt ostracism of Hyperbolus 417 BC etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)



**05 How far did Cleisthenes' other reforms make the Athenian political system more democratic? Give the reasons for your views.**

**You might include discussion of**

- **demes**
- **tribes**
- **Council (Boule)**
- **generals (strategoi)**
- **what Cleisthenes did not change.**

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- reorganisation of demes minimised aristocratic patronage and power over phratries and hence citizenship since citizenship guaranteed by membership of deme, supervised by demarch, appointed annually and therefore accountable; demes provided local government so influence of nobles over local affairs reduced; local assemblies and other institutions provided opportunities for political experience by wider range of citizens, who would therefore have greater confidence and expertise in participating at *polis* level, reducing noble power nationally etc.
- formation of 10 new tribes based on demes, allocated by means of groupings ion *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 aristocrats; treated Attica as single political entity; made it very difficult for an individual to seize power etc.
- Council (*Boule*) of 500, based on new tribes, open to all over 30 except *thetes*; annual appointment by lot with maximum service of two, not consecutive years, to encourage / enable widespread participation; importance of *prytaneis* (if set up by Cleisthenes); major task of *Boule* to set agenda for assembly and so increased its importance as decision-making body which all citizens eligible to attend etc.
- generals (*strategoi*), elected annually one per tribe, of increasing importance as Athenian overseas influence increased and directly accountable to people etc.
- archons, with powers unchanged, still from *pentacosiomedimnoi* (and ? *hippeis*) and so composition and duties of Areopagos unchanged, but balanced now by *Boule* etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

**Option B**

**06 What does Philocleon do to earn 'this absolute pittance' (line 6)?**

jury service / giving guilty verdict [1]

(1 mark)

**07 Give the name of the main 'demagogue' to whom Bdelycleon is referring in line 4.**

Cleon [1]

(1 mark)

**08 Whom had the Athenians defeated at the battle of Marathon?**

Persians / Medes [1]

(1 mark)

- 09** *'I've been keeping you shut up' (lines 23-24). Give one way in which Philocleon has tried to escape.*

drains / chimneys / hopped up pegs in courtyard wall (like a jackdaw) / under donkey / through roof / gnawing through net / through window [1]

(1 mark)

- 10** *'I can't hold up my sword' (line 19). What does Philocleon try to do with his sword after the passage?*

commit suicide [1]

(1 mark)

- 11** *In the passage how far do you think Aristophanes is making serious points and how far is he simply trying to entertain his audience? Give the reasons for your views.*

Answers may include discussion of a range (but **not** necessarily all) of e.g.

- Philocleon's mix of tragic and colloquial
- Bdelycleon's frequent exaggerations – 'absolute pittance' (jury pay raised by Cleon to 3 obols, ? half a skilled labourer's day's pay); '1000 cities paying tribute'
- Bdelycleon's comic disparaging similes – 'like little drops of oil', 'like a bunch of olive pickers'
- Bdelycleon's image of jurors as guard dogs (especially as Cleon called himself 'watchdog of Athens') with vivid illustration of direct speech
- Bdelycleon's assumption that allies exist solely to keep Athenians on benefits and simplistic arithmetic with failure to distinguish different rates of tribute paid by allies of differing size / wealth
- Bdelycleon's absurd image of the good life 'jugged hare and cream cakes every day' + 'garlands'
- exaggerated contrast between 'victors at Marathon' and 'olive pickers'
- rhetorical flourish 'worthy of the victors of Marathon', ? a parody of many an inspiring political speech
- role reversal of Bdelycleon lecturing Philocleon as if latter the child
- Bdelycleon's extreme one-sided viewpoint
- allegations of fraud and corruption standard Athenian political invective
- both of Bdelycleon's speeches parody of specious, sophistic speech as perhaps delivered by more successful speakers in assembly designed to persuade by obfuscating the truth, but dropping in just enough allusion to the facts to provide a specious plausibility, appealingly to the farmers' sense of national and personal pride (certainly not an olive-picker), envy of a life of luxury without toil and certainty that always being short-changed etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- 12 How effectively do you think the Athenian democracy redistributed wealth among poorer citizens in the second half of the 5<sup>th</sup> century BC? Give the reasons for your views.**

**You might include discussion of**

- **the views of the sources you have studied**
- **the public duties for which Athenians were paid and not paid**
- **the rates of pay**
- **who was able to perform these duties and for how long**
- **how Athenian leaders were held to account for their use of public money**
- **liturgies.**

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- pay for jurors of 2 obols per day introduced by Pericles; increased by Cleon to 3 obols – probably about half a day's pay for a skilled labourer – available to 6000 jurors aged over 30 from all classes but only on days on which selected by lot to serve (not as implied in Bdelycleon's specious argument earlier an annual stipend); therefore, not a regular wage but compensation for expenses and time spent away from other tasks, attractive to many perhaps because it was in cash rather than produce from the farm; *Wasps* gives impression that this particularly attractive to elderly, but uncertain how accurate a reflection of reality this is etc.
- principle of pay for public service spread to other duties e.g. *Boule* (500 a year but theoretically only *zeugitai* and above age 30), committees, archons (open to *zeugitai* from 457 BC) and other officials in Athens and Empire, but these annual appointments selected by lot so money available to relatively large number of citizens but only for a short period at a time etc.
- *stratego*i normally from wealthiest class not paid; more significantly, pay not introduced until very late 5<sup>th</sup>/early 4<sup>th</sup> cent. for attendance at assembly where c.6000 citizens of any class over 18 (20) could have received remuneration on a regular basis etc.
- pay for rowing in the fleet particularly beneficial for large number of *thetes* because of frequency of naval operations; pay also for *zeugitai* serving as hoplites in time of war; pay too for state-funded building projects e.g. Parthenon etc.
- Aristotle (24.3) says that 20000+ men received pay, as well as orphans under age 18 of those killed on active service, and a very small group of men (e.g. later Cleon) honoured with free meals in Prytaneion etc.
- contrary to Bdelycleon's claims in passage, all officials who handled public money were subject to *euthuna* and liable to prosecution to prevent peculation by those in power etc.
- liturgies: rich required to undertake certain public duties from time to time at own expense e.g. (as in Old Oligarch) providing financial support for festivals, paying for choruses in drama festivals and maintaining triremes / serving as trierarchs; several law court speeches survive in which men, eager to demonstrate their loyalty to Athens and her democracy, boast of spending more than required etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

## Section Two

### Option C

- 13 **How effectively did Solon put an end to the nobles' greed for both wealth and power? Give the reasons for your views.**

**You might include discussion of**

- **the *seisachtheia* (Shaking-off of Burdens) and other economic reforms**
- **the political significance of changes to the classes**
- **changes to the laws and legal system, including third-party redress and the right of appeal**
- **what Solon did not change**
- **what happened after Solon left Athens.**

Answers may include discussion of a range (but **not** necessarily all) of e.g.

- Aristotle states all wealth and power in hands of rich nobles and Solon in poetry blames greed of rich for crisis; Solon's aim *eunomia* etc.
- banning *epi somati* loans both for the future and retrospectively gave fresh start economically to poor; peasants owned land outright; established principle that no Athenian citizen could legally be compelled to work for another and fundamental right that citizenship could not be removed because of economic hardship; established clear distinction between status of slaves and citizens; gave poor basic security against demands of rich; provided basis for creation of new classes and right of *thetes* to attend *ekklesia*; but caused considerable anger among rich etc.
- *seisachtheia* included abolition of *hektemoroi* and removal of humiliating *horoi* (mortgage stones) and apparently bringing / allowing back those who had been sold / fled abroad because of debt; ? this exacerbated problem but attempted to restore balance between interests of rich and those of poor; but again angered rich etc.
- other economic measures e.g. banning export of agricultural produce except olive oil limited profiteering and accumulation of wealth by rich and ensured supply of basic foodstuffs to poor etc.
- did not address underlying economic problems because did not redistribute land as peasants had demanded (though Plutarch states Solon imposed limit on amount of land the rich could own) so only temporary alleviation; perhaps loans more difficult to secure because poor had no other collateral etc.
- creation of timocratic wealth-based classes established principle that all citizens should have some say in running of state in accordance with their wealth; those eligible for archonship and Areopagos now a slightly wider group (*pentakosiomedimnoi*); right of all citizens, including *thetes*, to attend *ekklesia* confirmed and guaranteed; compromise which caused dissatisfaction among Eupatridae – Aristotle points out disputes continued around archonship etc.
- introduction of third-party redress enabled any citizen who wanted to take legal action on behalf of someone who had been wronged / to prosecute crimes affecting the community and so made justice a *polis* matter rather than a purely personal one, gave more protection to weak and made possible greater access to judicial process for poor (Plutarch 'accustomed citizens to understand and sympathise with one another as parts of one body') and so gave them greater security and opportunity for redress of wrongs etc.
- introduction of right of appeal against decision of archon established principles of trial in front of peers, of checking officials' power, that magistrates not infallible and could be held to account in front of people in *heliaia* (*ekklesia* sitting as jury court) so poor potentially had some say in legal process and some redress against officials of higher

- class, even if limited etc.
- abolished Draco's law code because of its severity apart from law on homicide and replaced them with fairer, less arbitrary laws with punishments more fitted to crime; new laws displayed publicly in agora on *axons / kurbeis* so all who could read had direct access to laws themselves and less at mercy of whims of rich magistrates etc.
- main power remained with nobles, who probably made up most of *pentakosiomedimnoi*, and who still exerted their influence over poor by means of clans and Ionic tribes, which Solon did not change; Areopagos, made up of ex-archons serving for life, retained wide undefined power as guardian of the constitution etc.
- after Solon left Athens, dissatisfaction of both sides led to conflict around archonship and attempts to seize power by various noble-led factions (Damasias, then Megacles, Lycurgus, Peisistratus); poor and those with greatest grievances attached themselves to Peisistratus, eventually leading to his seizing power as tyrant, a situation which Solon had sought to avoid, in which position he provided a lengthy period of enforced stability with economic security for the poor and a curb on the activities of other noble groups etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

### Option D

- 14 **After the reforms of Ephialtes and Pericles, to what extent did Athenians have both equality before the law and political equality? Give the reasons for your views.**

**You might include discussion of**

- the reforms of Ephialtes and of Pericles**
- lot and pay**
- how the law courts (*dikasteria*) were run and used**
- the Assembly (*Ekklesia*)**
- the Council (*Boule*)**
- the generals (*strategoi*)**
- other officials and the Areopagos.**

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- Ephialtes stripped Areopagos of political powers (leaving it with only murder and other religious trials), which distributed to *ekklesia*, *Boule* and *dikasteria*; Pericles introduced pay for jurors and Citizenship Law; during period archonship opened up to *zeugitai* etc.
- law courts (*dikasteria*): anyone who wished could initiate proceedings subject to certain safeguards; trials held before large juries selected by lot on day of trial; juries open to all over 30, attractive to poor after introduction of pay; concerns that juries could be manipulated by rhetoric of educated rich and emotional appeals as voiced by Bdelycleon; as no right of appeal, potentially exercised considerable political power as stated by Philocleon with trials following *euthuna*; after introduction of *graphe paranomon* (unknown when) effectively became guardians of constitution
- the assembly (*ekklesia*): open to all citizens over 18 (20) to speak (though more likely by rich / educated) and vote; passed all legislation, though at some point became potentially subject to *dikasteria* (effectively a large sub-group of potential attendees at assembly) through *graphe paranomon*; issues surrounding ease of attendance, particularly as no pay till very late 5<sup>th</sup>/early 4<sup>th</sup> cent.; concerns about rhetorical manipulation as in *dikasteria* etc.
- the Council (*Boule*): annual office (restriction on serving twice) open to *zeugitai*; provided agenda for assembly; system of *prytaneis* and daily meetings in practice tended to exclude poor despite pay; in effect sub-committee of assembly to ensure

- smooth running of decision-making process and that people's will carried out etc.
- the generals (*stratego*): annual appointments, usually *pentakosiomedimnoi*, directly elected by the people, not paid, unlimited re-election possible but always accountable to assembly, with constant risk of prosecution in *dikasteria* with serious penalties for malfeasance etc.
  - principle of pay for public service and use of sortition for most offices except generalship increased participation 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>	3	-	3
<b>03</b>	1	-	1
<b>04</b>	5	5	10
<b>05</b>	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Or**  
**Option B**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>06</b>	1	-	1
<b>07</b>	1	-	1
<b>08</b>	1	-	1
<b>09</b>	1	-	1
<b>10</b>	1	-	1
<b>11</b>	5	5	10
<b>12</b>	8	12	20
<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>35</b>

**Section Two****Either**  
**Option C**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>13</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>14</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>

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