

**Monday 12 May 2014 – Morning**

**AS GCE CLASSICS: ANCIENT HISTORY**

**F391/01** Greek History from original sources

Candidates answer on the Answer Booklet.

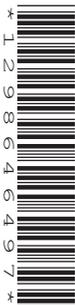
**OCR supplied materials:**

- 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.
- Write the number of each question answered in the margin.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- 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**.
- Quality of 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.

They [the common people] know that the rich pay for the choruses, while the common people are paid to be in the choruses, the rich pay for athletics and for triremes, while the common people are paid to row in triremes and take part in athletics. The common people think that they deserve to take money for singing and running and dancing and sailing in the ships, so that they get more and the rich become poorer. And in the lawcourts they put their own self-interest before justice. 5

The Old Oligarch 1.13

[LACTOR 2]

BDELYCLEON [*calling out as Court Officer*] All jurors take their places in the courtroom! No admittance after proceedings have begun.

[*The TWO DOGS, as plaintiff and defendant respectively, make their entry, the latter escorted by two slaves in their capacity as guards.*]

PHILOCLEON Which is the defendant? 5

BDELYCLEON [*pointing to LABES*] This one.

PHILOCLEON Ha, wait till he hears the sentence!

BDELYCLEON Attention, please, for the indictment. Prosecution initiated by The Dog of Cydathenaeum against Labes of Aexone, on the grounds that the said Labes did wilfully and feloniously wrong and injure the one Sicilian cheese by eating it all himself. Penalty proposed: a figwood collar. 10

PHILOCLEON No, no! Death – if he's convicted.

BDELYCLEON The defendant, Labes, stands before the court.

[*LABES is led forward.*]

PHILOCLEON The filthy scum! Look at his furtive look! Trying to get round me with a cheeky grin. Where's the plaintiff, The Dog from Cydathenaeum? 15

Aristophanes, *Wasps* 891–903

- (a) What do these passages tell us about the nature of Athenian democracy? [10]
- (b) What can we learn from other sources about the relationship between rich and poor in Athens? [20]
- (c) On the basis of these passages and other sources you have studied, to what extent did the relationship between rich and poor in Athens become worse during the 5th century BC? [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.

Indeed, during the whole period of peace-time when Pericles was at the head of affairs the state was wisely led and firmly guarded, and it was under him that Athens was at her greatest. And when the war broke out, here, too, he appears to have accurately estimated what the power of Athens was. He survived the outbreak of war by two years and six months, and after his death his foresight with regard to the war became even more evident. For Pericles had said that Athens would be victorious if she bided her time and took care of her navy, if she avoided trying to add to the empire during the course of the war, and if she did nothing to risk the safety of the city itself. But his successors did the exact opposite, and in other matters which apparently had no connection with the war private ambition and private profit led to policies which were bad both for the Athenians themselves and for their allies. Such policies, when successful, only brought credit and advantage to individuals, and when they failed, the whole war potential of the state was impaired.

Thucydides, *History of the Peloponnesian War* 2.65

- (a) What does this passage tell us about political leaders in Athens? [10]
- (b) What can we learn from other sources about the importance of military success for political leaders in Athens? [20]
- (c) On the basis of this passage and other sources you have studied, how far do you agree that the Athenian democratic system worked less well after Pericles' death? [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** ‘Only those skilled in public speaking were able to control the decisions of the Athenian democracy.’  
How far do you agree with this view?

In your answer, you should:

- outline the importance of public speaking for political leaders in Athens;
- include what the sources tell us about the control exercised by political leaders;
- assess the reliability of these sources.

**[45]**

- 4** To what extent did the *boule* (council) exercise control over the Athenian democratic system?

In your answer, you should:

- outline what the *boule* did within the democratic system;
- include what the sources tell us about the extent to which the democratic system was controlled by the *boule*;
- evaluate how reliable these sources are.

**[45]**

**Section B Total [45]**

**Paper Total [100]**

### 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 passages and answer the questions. You are expected to refer to the passages and to use your own knowledge in your answers.

It was Aristеides who procured the revolt of the Ionians from the Spartan alliance, taking advantage of a moment when the Spartans had been slandered because of Pausanias. And so it was he who assessed the first tribute payments for the cities in the third year after the sea battle at Salamis, in the archonship of Timosthenes [478/7], and he had the Ionians swear oaths to have the same friends and enemies, oaths over which they sank iron bars in the sea.

5

Aristotle, *Constitution of the Athenians* 23.4–5

[LACTOR 1]

After this Naxos left the League and the Athenians made war on the place. After a siege Naxos was forced back to allegiance. This was the first case when the original constitution of the League was broken and an allied city lost its independence, and the process was continued in the cases of the other allies as various circumstances arose. The chief reasons for these revolts were failures to produce the right amount of tribute or the right numbers of ships, and sometimes a refusal to produce any ships at all. For the Athenians insisted on obligations being exactly met, and made themselves unpopular by bringing the severest pressure to bear on allies who were not used to making sacrifices and did not want to make them.

5

Thucydides, *History of the Peloponnesian War* 1.98–9

- (a) What do these passages tell us about the early years of the Delian League? [10]
- (b) What can we learn from other sources about the development of the relationship between Athens and her allies before the Thirty Years Peace (446 BC)? [20]
- (c) On the basis of these passages and other sources you have studied, to what extent did the behaviour of the Athenians vary from ally to ally? [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.

The Council and People decided ... on the proposal of Kleonymos that the [people of Methone] be allowed to import from Byzantion up to [...] thousand medimnoi of corn each year, and that the Athenian officials at the Hellespont (*Hellespontophylakes*) should neither themselves prevent this import nor allow any other to prevent it, on pain of a fine of 10,000 drachmas each at their scrutiny. After the *Hellespontophylakes* have been informed in writing, they may import the stated amount. The ships that carry the imported grain shall not be liable to any penalty. 5

Any general decree that the Athenians pass concerning aid or any other demand made of the cities either about themselves or about the cities, any that they pass mentioning by name the [city] of Methone, this shall apply to them, but the others not; they should guard their own land and so do what they have been assessed to do. 10

As to the offences which they say Perdikkas has committed against them, the Athenians shall take counsel as to what it is right to do when the ambassadors returning from Perdikkas, those who went with Pleistias and those with Leogoras, report to the People. The People shall hold an Assembly at the beginning of the second prytany immediately after the [Assembly] in the dockyard to consider the other cities, and continue [sitting] until these affairs are sorted out, giving nothing else priority in the discussion unless the Generals make some request. 15

*The Methone Decree*, ML 65

[LACTOR 1]

- (a) What does this passage tell us about Athenian decisions concerning Methone? [10]
- (b) What can we learn from other sources about the benefits of membership of the Delian League? [20]
- (c) On the basis of this passage and other sources you have studied, how far did Athens treat its allies in a fair and reasonable way? [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** To what extent do you agree that inscriptions are our most reliable evidence for the changes in the Athenian Empire?

In your answer, you should:

- outline what we can learn from inscriptions about the changes in the Athenian Empire;
- compare this with what other sources tell us about the changes in the Athenian Empire;
- evaluate how reliable the different types of sources are.

**[45]**

- 8** To what extent were the Athenians able to maintain control over their allies during the 5th century BC?

In your answer, you should:

- outline the ways in which the Athenians maintained control over their allies;
- include what the sources say about the effectiveness of Athenian control;
- evaluate how reliable these sources are.

**[45]**

**Section B Total [45]**

**Paper Total [100]**

### 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.

And now the Spartans, finding that their war in Ithome showed no signs of ending, appealed for help to their allies, including Athens, and the Athenians came to Sparta with a considerable force under the command of Cimon. ... This expedition was the occasion for the first open quarrel between Athens and Sparta. The Spartans, failing to capture Ithome by assault, grew afraid of the enterprise and the unorthodoxy of the Athenians; they reflected, too, that they were of a different nationality and feared that, if they stayed on in the Peloponnese, they might listen to the people in Ithome and become the sponsors of some revolutionary policy. So, while keeping the rest of their allies, they sent the Athenians home again, not saying openly what their suspicions were, but merely declaring that they had no further need of Athenian help. The Athenians, however, realized that they were not being sent away for any such honourable reason as this, and saw that in fact they had become in some way suspect. They were deeply offended, considering that this was not the sort of treatment that they deserved from Sparta, and, as soon as they had returned, they denounced the original treaty of alliance which had been made against the Persians and allied themselves with Sparta's enemy, Argos.

Thucydides, *History of the Peloponnesian War* 1.102

- (a) What does this passage tell us about relationships between Sparta and other states? [10]
- (b) What can we learn from other sources about the attitudes of other states towards Sparta? [20]
- (c) On the basis of this passage and other sources you have studied, discuss to what extent Sparta pursued consistent policies towards other states. [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.

Aristotle claims wrongly that he [Lycurgus] tried to discipline the women but gave up when he could not control the considerable degree of licence and power attained by women because of their husbands' frequent campaigning. ... Lycurgus, rather, showed all possible concern for them too. First he toughened the girls physically by making them run and wrestle and throw the discus and javelin. Thereby their children in embryo would make a strong start in strong bodies and would develop better, while the women themselves would also bear their pregnancies with vigour and would meet the challenge of childbirth in a successful, relaxed way. He did away with prudery, sheltered upbringing and effeminacy of any kind. He made young girls no less than young men grow used to walking nude in processions, as well as to dancing and singing at certain festivals with the young men present and looking on. On some occasions the girls would make fun of each of the young men, helpfully criticizing their mistakes. On other occasions they would rehearse in song the praises which they had composed about those meriting them, so that they filled the youngsters with a great sense of ambition and rivalry. For the one who was praised for his manliness and became a celebrated figure to the girls went off priding himself on their compliments; whereas the jibes of their playful humour were no less cutting than warnings of a serious type, especially as the kings and the Elders attended the spectacle along with the rest of the citizens.

Plutarch, *Lycurgus* 14

- (a) What does this passage tell us about the lives of women in Sparta? [10]
- (b) What can we learn from other sources about the relationship between men and women in Sparta? [20]
- (c) On the basis of this passage and other sources you have studied, discuss the extent to which Spartan women made an important contribution to Spartan society. [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** How far do you think the size of the Spartan population restricted what Sparta achieved in the 5th century BC?

In your answer, you should:

- outline briefly the achievements of the Spartans in the 5th century BC;
- consider what the sources tell us about how far these achievements were restricted by the number of *Spartiates*;
- assess the reliability of these sources.

[45]

- 12** To what extent do the sources help us to understand the importance of the *ephors* in the Spartan state?

In your answer, you should:

- outline briefly what the sources tell us about the role of the *ephors* in Sparta;
- evaluate the reliability of these sources;
- consider the importance of the *ephors* in the Spartan state.

[45]

**Section B Total [45]**

**Paper Total [100]**



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