

**ADVANCED SUBSIDIARY GCE**  
**GCE CLASSICS**  
Greek History from original sources

**F391**

Candidates answer on the Answer Booklet

**OCR Supplied Materials:**

- 8 page Answer Booklet

**Other Materials Required:**

None

**Thursday 21 May 2009**  
**Morning**

**Duration:** 1 hour 30 minutes**INSTRUCTIONS TO CANDIDATES**

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Choose **one** option. Answer **one** question from **Section A** and **one** from **Section B**. Both questions must be from the same option.
- 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**.
- 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
- This document consists of **12** pages. Any blank pages are indicated.

### 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.

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

'Let me say that our system of government does not copy the institutions of our neighbours. It is more the case of our being a model to others, than of our imitating anyone else. Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not membership of a particular class, but the actual ability which the man possesses. No one, so long as he has it in him to be of service to the state, is kept in political obscurity because of poverty. And, just as our political life is free and open, so is our day-to-day life in our relations with each other. We do not get into a state with our next-door neighbour if he enjoys himself in his own way, nor do we give him the kind of black looks which, though they do no real harm, still do hurt people's feelings. We are free and tolerant in our private lives; but in public affairs we keep to the law. This is because it commands our deep respect. 5

'We give our obedience to those whom we put in positions of authority, and we obey the laws themselves, especially those which are for the protection of the oppressed, and those unwritten laws which it is an acknowledged shame to break.' 10

Thucydides, *History of the Peloponnesian War* 2.37

[Thucydides, *History of the Peloponnesian War*, trans. Rex Warner; Penguin]

- (a) What does this passage tell us about the advantages of the Athenian democratic system? [10]

- (b) How far do the other sources you have studied support the view that the Athenian democratic system promoted equality amongst its citizens? [20]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

- (c) On the basis of this passage, and other sources you have studied, to what extent was success in Athenian political life dependent on wealth? [25]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

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

Then they held a meeting of the Assembly, at which the Council introduced its own resolution. It was moved by Kallixenos and ran as follows: "Resolved that, since the Athenians have heard at the previous meeting both the accusers of the generals and their defence, they now all proceed to vote by tribes; and that two urns be set up for each tribe; and that in each tribe a herald proclaim that whoever finds the generals guilty of not picking up the victors in the sea battle shall cast his vote in the first urn, and whoever finds them not guilty shall cast his vote in the second; and that, if found guilty, they shall be sentenced to death and handed over to the Eleven, and their property shall be confiscated, and a tenth of it given to the goddess (*Athena*)."

A man came forward who claimed that he had been saved by clinging to a barrel of barley-groats. The men who were dying had charged him, if he survived, to report to the people that the generals had not picked up men who had proved most valiant in the service of their country. Now Euryptolemos son of Peisianax and some others served a summons on Kallixenos, alleging that he had made an unconstitutional proposal. Some of the people applauded their action, but the majority shouted that it was a scandal if the people should be prevented from doing whatever they wanted. Thereupon Lykiskos moved that these men should be judged by the very same vote as the generals, unless they withdrew their summonses. Once more the mob shouted its approval, and they were compelled to withdraw the summonses.

Xenophon, *History of Greece* 1.7

[LACTOR 5, no. 325]

- (a) What can we learn from this passage about what assembly meetings were like in Athens? [10]
- (b) What do the other sources you have studied tell us about the relationship between political leaders and the people? [20]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

- (c) On the basis of this passage, and other sources you have studied, discuss the extent to which politicians were able to control decision-making in Athens. [25]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

**Section A Total [55]**

**Section B: Essays**

Answer **one** question.

Start your answer on a new page.

**You are reminded that marks are awarded for the quality of written communication of your answer.**

- 3** According to the sources, to what extent were the inhabitants of Attica able to participate in the democracy?

In your answer, you should:

- outline what the sources tell us about the involvement of the different regions of Attica in the democracy;
- describe how different groups were able to participate;
- evaluate how reliable the sources are in their accounts of popular participation.

**[45]**

- 4** How far do the sources enable us to assess the importance of the council (*boule*) in Athens?

In your answer, you should:

- describe the role of the council in the Athenian democratic system;
- include what the sources tell us about what the council did;
- assess the reliability of the evidence for the importance of the council in the democracy.

**[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.

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

So Athens took over the leadership, and the allies, because of their dislike of Pausanias, were glad to see her do so. Next the Athenians assessed the various contributions to be made for the war against Persia, and decided which states should furnish money and which states should send ships – the object being to compensate themselves for their losses by ravaging the territory of the King of Persia. At this time the officials known as ‘Hellenic Treasurers’ were first appointed by the Athenians. These officials received the tribute, which was the name given to the contributions in money. The original sum fixed for the tribute was 460 talents. The treasury of the League was at Delos, and representative meetings were held in the temple there. 5  
10

The leadership of the Athenians began with allies who were originally independent states and reached their decision in general congress. I shall now describe the use they made of it, both in war and in their management of the League, during the period from the end of the Persian until the beginning of the Peloponnesian War. Some of these actions were against the Persians, some against their own allies when they revolted, some against the Peloponnesian Powers with whom on various occasions they became involved. I am giving this account and making this digression from my main narrative because this is a period that has not been dealt with by previous writers... . At the same time the history of these years will show how the Athenian Empire came into being. 15  
20

Thucydides, *History of the Peloponnesian War* 1. 96–7

[Thucydides, *History of the Peloponnesian War*, trans. Rex Warner; Penguin]

- (a) What can be learned from this passage about the original purpose and organisation of the Delian League? [10]
- (b) How far do the other sources you have studied support the view that the allies played an important role in the Delian League? [20]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

- (c) On the basis of this passage, and other sources you have studied, discuss what factors led to the change from Delian League to Athenian Empire. [25]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

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

'I say that no single city has ever done you the harm that Mytilene has done. Personally I can make allowances for those who revolt because they find your rule intolerable or because they have been forced into it by enemy action. Here, however, we have the case of people living on an island, behind their own fortifications, with nothing to fear from our enemies except an attack by sea against which they were adequately protected by their own force of triremes; they had their own independent government and they were treated by us with the greatest consideration. Now, to act as they acted is not what I should call a revolt (for people only revolt when they have been badly treated); it is a case of calculated aggression, of deliberately taking sides with our bitterest enemies in order to destroy us. And this is far worse than if they had made war against us simply to increase their own power. They learned nothing from the fate of those of their neighbours who had already revolted and been subdued; the prosperity which they enjoyed did not make them hesitate before running into danger; confident in the future, they declared war on us, with hopes that indeed extended beyond their means, though still fell short of their desires. They made up their minds to put might first and right second, choosing the moment when they thought they would win, and then making their unprovoked attack upon us.'

Thucydides, *History of the Peloponnesian War* 3.39

[Thucydides, *History of the Peloponnesian War*, trans. Rex Warner; Penguin]

- (a) What can we learn from this passage about Athens' relationship with allied states during the Peloponnesian War? [10]
- (b) How much can we learn from other sources about the reasons why allies revolted? [20]
- You are reminded that marks are awarded for the quality of written communication of your answer.**
- (c) On the basis of this passage, and other sources you have studied, discuss the extent to which harsh measures were needed to keep the allies from revolting. [25]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

**Section A Total [55]**

**Section B: Essays**

Answer **one** question.

Start your answer on a new page.

**You are reminded that marks are awarded for the quality of written communication of your answer.**

- 7** According to the sources, to what extent did the allies benefit from being part of the Delian League?

In your answer, you should:

- outline the problems and benefits arising from membership of the Delian League;
- consider how the sources present the advantages of membership of the Delian League;
- assess the reliability of the sources when considering the impact on members of the Delian League.

[45]

- 8** To what extent do the sources enable us to judge how effectively the Athenians maintained control over their allies?

In your answer, you should:

- include what the sources tell us about how the Athenians controlled the Empire;
- outline what non-military methods were employed by the Athenians;
- evaluate the reliability of the sources for the effectiveness of Athenian imperialism.

[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.

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

It was between these [the river Knakion and the bridge Babyka] that they used to hold their assemblies: there were no porticoes nor any other edifice. For in his [Lycurgus'] opinion these were in no way conducive to sound deliberations, but instead harmful. They make those who assemble idiotic and give them silly, mindless notions, when at their meetings they can stare at statues and pictures, or the stages of theatres, or the richly decorated roofs of council chambers. When the populace was assembled, Lycurgus permitted no one else except the Elders and kings to make a proposal, although the authority to decide upon what the latter put forward did belong to the people. Later, however, when the people distorted proposals and mauled them by their deletions and additions, the kings Polydorus and Theopompus supplemented the *rhētra* as follows: 'If the people should make a crooked choice, the Elders and the founder-leaders are to set it aside' – that is, not to confirm it, but to withdraw it completely and to dismiss the people because they are altering and reformulating the proposal contrary to what was best. Moreover these kings persuaded the city that the god had ordered this supplement – as Tyrtæus seems to be recalling in the following lines:

Having listened to Phoebus they brought home from Pytho  
 The oracles of the god and his words which were to be fulfilled:  
 To rule in council is for the kings (who are esteemed by the gods  
 And whose care is the lovely city of Sparta),  
 And for the aged Elders; but then it is for the common people  
 To respond in turn with straight *rhētras*.

Plutarch, *Lycurgus* 6

[Plutarch, *Plutarch on Sparta*, trans. RJA Talbert; Penguin]

(a) What does this passage tell us about the importance of the assembly in Sparta? [10]

(b) How much can we learn from the other sources about how decisions were made in Sparta? [20]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

(c) On the basis of this passage, and other sources you have studied, discuss how far the kings were able to control decision-making in Sparta. [25]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

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

There is yet another respect in which Lycurgus' institutions are unique in Greece. In other states, everyone, I suppose, makes as much money as he can; one farms, another is a ship-owner, another is a merchant, and others follow trades for their living. In Sparta Lycurgus forbade the free citizens to have anything to do with making money, and ordered them to devote themselves solely to activities which ensure liberty for cities. Anyway, what need was there to worry about wealth in a society where the establishment of equal contributions to the messes and a uniform standard of living excluded the search for wealth in order to obtain luxury? They do not even need wealth for clothes, since, for them, adornment is not rich fabrics but bodily health. Money is not even to be acquired to spend on the other members of one's mess; he made working physically to help one's companions more honourable than spending money to this end, showing that the former involves the use of character, the latter of wealth. He prevented the acquiring of money by dishonesty. First, he established a currency such that even ten minas could not be brought into the house without the knowledge of the master and servants – it would take up a lot of space, and need a wagon to move it. There are also searches for gold and silver, and if any is found, the possessor is punished. Why, then, should anyone devote himself to making money when the pains of possessing it must outweigh the pleasure to be had from spending it?

Xenophon, *Constitution of the Spartans* 7

[Aristotle and Xenophon on Democracy and Oligarchy, trans. JM Moore; University of California Press]

- (a) What can we learn from this passage about Spartan society? [10]
- (b) How far do the other sources you have studied support this view of economic life in Sparta? [20]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

- (c) On the basis of this passage, and other sources you have studied, discuss the extent to which Sparta's military successes depended on her unusual social organisation. [25]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

**Section A Total [55]**

**Section B: Essays**

Answer **one** question.

Start your answer on a new page.

**You are reminded that marks are awarded for the quality of written communication of your answer.**

- 11** According to the sources, to what extent was Sparta able to control the other Peloponnesian states?

In your answer, you should:

- outline Sparta's position within the Peloponnesian League;
- consider what the sources tell us about Sparta's relationship with states in the Peloponnese;
- assess the reliability of the evidence for the effectiveness of Sparta's leadership.

**[45]**

- 12** To what extent do the sources provide us with a reliable picture of the lives of Spartan women?

In your answer, you should:

- outline what the sources tell us about the role of women in Sparta;
- describe what women contributed to Spartan social life;
- evaluate the reliability of the sources in relation to Spartan women.

**[45]**

**Section B Total [45]**

**Paper Total [100]**



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