

ADVANCED SUBSIDIARY GCE
CLASSICS: ANCIENT HISTORY

Greek History from original sources

F391

Candidates answer on the Answer Booklet

OCR Supplied Materials:

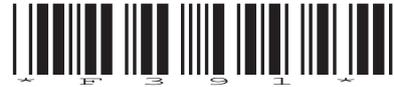
- 8 page Answer Booklet

Other Materials Required:

None

Friday 21 May 2010
Afternoon

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.

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

As to the constitution of the Athenians ... I shall demonstrate that they preserve their constitution well, and manage well even the other things which the rest of the Greeks think are a mistake.

So, first of all, I will say this, that it seems fair enough that in Athens the poor and the common people should have more power than the noble and rich, because it is the common people who row the ships and so render the city powerful; indeed, the steersmen, boatswains, pursers, look-out men, and shipwrights render the city powerful, far more than the hoplites, the noble and the good. Since this is so, it seems fair that they should all share in the offices of state by the processes of lot and election, and that anyone of the citizens who wishes should have the right to speak. 5
10

Second, all those offices that bring safety to the state as a whole when they are well performed, danger when they are not, in these offices the common people do not require any share. They do not think that they should share in the generalship by having it allotted, nor in the cavalry command. For the common people recognise that they derive greater benefit by not holding these offices themselves but allowing the most capable men to hold office. But all those offices which involve the receipt of money and benefit for one's household, these the common people seek to hold. 15

The Old Oligarch 1. 1-3

[The Old Oligarch, LACTOR 2]

- (a) What does this passage tell us about how the Athenian democratic system worked? [10]
- (b) How far do the sources you have studied support the view that state pay was very important in the Athenian democratic system? [20]
- (c) On the basis of this passage and other sources you have studied, to what extent were ordinary Athenians able to act as political leaders in Athens? [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 extract and to use your own knowledge in your answers.

Regular meeting of the Assembly, due to start at sunrise, and not a soul here on the Pnyx! Everybody's down in the Market Square gossiping, that is when they're not dodging the red rope. Even the Executive aren't here. They'll come in the end - hours late - all streaming in together, and push and shove and heaven knows what to get the front seats. That's all they care about. How to get peace - they don't give a damn about that. Oh, Athens, Athens, what are you coming to? Now me, I'm always the first to get here. So I sit down, and after a bit, when I find no one else is coming, I sigh and yawn and stretch and fart and then don't know what to do, and then doodle on the ground or pluck my hairs or count to myself - and all the time I'm gazing at the countryside over yonder and pining for peace, cursing the city and yearning to get back to my village. ... Well, anyway, this time I've come prepared: if any speaker dares say a word about anything except peace, I'll shout, I'll heckle, I'll abuse, I'll - [*Enter the CRIER, followed by the members of the EXECUTIVE COMMITTEE, who are attended by SCYTHIAN ARCHER-POLICEMEN.*] Ah, here they are at last - at midday! And look at them! Just like I said - all fighting for the best places. 5
10
15

Aristophanes, *Acharnians* 19-42

[Aristophanes, *Acharnians*, trans. A. Sommerstein, Penguin]

- (a) What can we learn from this passage about assembly meetings in Athens? [10]
- (b) What do the sources you have studied tell us about how decisions were made in Athens? [20]
- (c) On the basis of this passage and other sources you have studied, to what extent did decisions taken in the assembly reflect the views of the whole citizen body of Athens? [25]

Section A Total [55]

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

Answer **one** question.

Start your answer on a new page.

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

- 3** According to the sources, to what extent were the courts an important element in the democracy?

In your answer, you should:

- outline the various roles the courts fulfilled in the democratic system;
- include what the sources tell us about the political role of the courts;
- evaluate how reliable the sources are in their accounts of the courts.

[45]

- 4** How far do the sources enable us to assess the contribution of Perikles to the development of the democracy in Athens?

In your answer, you should:

- describe the changes Perikles made to the political system;
- include what the sources tell us about Perikles' contribution to the Athenian political system;
- assess the reliability of the evidence for Perikles' contribution during this period.

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

The common people of Athens seem ill-advised in compelling the allies to sail to Athens for court cases. But they respond by enumerating all the benefits accruing to the common people of Athens from this practice. First of all, they take enough money in the form of the allies' legal deposits to pay the jurymen each year. Second, sitting at home, without sailing out in ships, they administer the allied cities, protect those who belong to the common people and ruin their opponents in the courts. If each of the allied cities had its own courts, then out of dislike of the Athenians they would ruin those of their number who seemed particularly friendly to the Athenian common people. 5

Furthermore, the common people of Athens profit in the following ways from the fact that the allies' court cases are tried in Athens. First, the 1% tax levied at the Peiraeus is greater; second, if anyone has rooms to let, he does better; third, if a man has a yoke of beasts or a slave for hire; fourth, the heralds do better from the allies' visits. In addition, if the allies did not come to Athens for justice, they would honour only those Athenians who visited them - the generals, trierarchs, and envoys. As it is, each one of the allies has been forced to fawn on the common people of Athens, because he recognises that he must come to Athens to have his case tried and that these are the very people who will decide it, for this is the law at Athens. 10 15

The Old Oligarch 1. 16-18

[The Old Oligarch, LACTOR 2]

- (a) What can be learned from this passage about what the Athenian people gained from forcing the allies to come to Athens for court cases? [10]
- (b) What do the sources you have studied tell us about how the allies of Athens were exploited? [20]
- (c) On the basis of this passage and other sources you have studied, discuss to what extent the common people of Athens gained from the empire. [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 extract and to use your own knowledge in your answers.

Athenians: ... One is not so much frightened of being conquered by a power which rules over others, as Sparta does (not that we are concerned with Sparta now), as of what would happen if a ruling power is attacked and defeated by its own subjects. So far as this point is concerned, you can leave it to us to face the risks involved. What we shall do now is to show you that it is for the good of our own empire that we are here and that it is for the preservation of your city that we shall say what we are going to say. We do not want any trouble in bringing you into our empire, and we want you to be spared for the good both of yourselves and of ourselves. 5

Melians: And how could it be just as good for us to be the slaves as for you to be the masters? 10

Athenians: You, by giving in, would save yourselves from disaster; we, by not destroying you, would be able to profit from you.

Melians: So you would not agree to our being neutral, friends instead of enemies, but allies of neither side?

Athenians: No, because it is not so much your hostility that injures us; it is rather the case that, if we were on friendly terms with you, our subjects would regard that as a sign of weakness in us, whereas your hatred is evidence of our power. 15

Thucydides, *History of the Peloponnesian War* 5. 91-95

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

- (a) What can we learn from this passage about Athenian attitudes towards other Greek states outside the empire? [10]
- (b) What can we learn from other sources about how Athens maintained control of her allies? [20]
- (c) On the basis of this passage and other sources you have studied, to what extent did Athens increase her power between 431 and 415 BC? [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** According to the sources, to what extent was the tribute used solely for the benefit of Athens?

In your answer, you should:

- outline the uses to which the tribute was put;
- consider what the sources tell us about the benefits brought by the tribute;
- assess the reliability of the evidence for the benefits of the tribute.

[45]

- 8** To what extent do the sources enable us to judge how the allies reacted to the growing power of Athens?

In your answer, you should:

- outline how individual states responded to changes in the Delian League;
- include what the sources tell us about the relationships between the allied states and Athens;
- evaluate the reliability of the sources for the attitudes of the allies towards Athens.

[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 extract and to use your own knowledge in your answers.

The prerogatives of the Spartan kings are these: two priesthoods, of Zeus Lacedaemon and of Zeus Uranius, and the power of declaring war on whom they please. In this, no Spartan may attempt to oppose their decision, under pain of sacrilege. On service, the kings go first and return last; they have a bodyguard of a hundred picked men, and are allowed for their own use as many cattle as they wish. To them personally are allotted the skins and chins of all animals offered for sacrifice. In peace-time their privileges are as follows: at all public religious celebrations they are the first to sit down at the dinner which follows the sacrifice; they are served first, each getting twice as much of every dish as anybody else. Theirs is the right to make the first ceremonial libation, and to them belong the hides of all animals offered in sacrifice. On the first and seventh days of every month each king is given a full-grown animal to offer in sacrifice in the temple of Apollo, also a bushel of barley-meal and a Laconian quart of wine. At all public games seats of honour are reserved for them. It is their duty to select and appoint the officials who see to the entertainment of foreign visitors, and each of them nominates two 'Pythians' - officials, that is, whose duty it is to visit Delphi when occasion arises, and who take their meals with the kings at the public expense.

Herodotus, *The Histories* 6. 56-57

[Herodotus, *The Histories*, trans. A de Sélincourt rev. J Marincola; Penguin]

- (a) What does this passage tell us about the privileges of the Spartan kings? [10]
- (b) How much can we learn from the sources about the importance of Spartan kings within the social structure of Sparta? [20]
- (c) On the basis of this passage and other sources you have studied, discuss to what extent the kings became less powerful. [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 extract and to use your own knowledge in your answers.

‘When we are engaged with Peloponnesians and neighbours, the forces on both sides are of the same type, and we can strike rapidly where we wish to strike. With Athens it is different. Here we shall be engaged with people who live far off, people also who have the widest experience of the sea and who are extremely well equipped in all other directions, very wealthy both as individuals and as a state, with ships and cavalry and hoplites, with a population bigger than that of any other place in Hellas, and then, too, with numbers of allies who pay tribute to them. How, then, can we irresponsibly start a war with such a people? What have we to rely upon if we rush into it unprepared? Our navy? It is inferior to theirs, and if we are to give proper attention to it and build it up to their strength, that will take time. Or are we relying on our wealth? Here we are at an even greater disadvantage: we have no public funds, and it is no easy matter to secure contributions from private sources. Perhaps there is ground for confidence in the superiority which we have in heavy infantry and in actual numbers, assets which will enable us to invade and devastate their land. Athens, however, controls plenty of land outside Attica and can import what she wants by sea. And if we try to make her allies revolt from her, we shall have to support them with a fleet, since most of them are on the islands.’

Thucydides, *History of the Peloponnesian War* 1. 80-81

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

- (a) What can we learn from this passage about the strengths and weaknesses of Sparta? [10]
- (b) How much can we learn from the sources about the extent to which Sparta dominated other states? [20]
- (c) On the basis of this passage and other sources you have studied, discuss to what extent their economy restricted the Spartans. [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** According to the sources, to what extent did the Spartan education system promote equality in Sparta?

In your answer, you should:

- outline briefly the Spartan education system;
- consider what the sources tell us about the impact of the education system on Spartan society;
- assess the reliability of the evidence for the equality of Spartans during this period.

[45]

- 12** To what extent do the sources help us to understand the relationship between the Spartans and other groups in Sparta?

In your answer, you should:

- describe the roles fulfilled by non-Spartans in Sparta;
- outline what the sources tell us about the attitudes of the Spartans and other groups to each other;
- evaluate the reliability of the evidence for the relationships between the different groups.

[45]

Section B Total [45]

Paper Total [100]

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