

A Level Classical Civilisation H408/34 Democracy and the Athenians Sample Question Paper

Version 3.1

Date – Morning/Afternoon

Time allowed: 1 hour 45 minutes

You must have:

- Answer Booklet



INSTRUCTIONS

- Use black ink.
- Complete the boxes on the Answer Booklet with your name, centre number and candidate number.
- Answer **all** of Section A and **one** question from Section B.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided.
- Write the number of each question answered in the margin.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **75**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **4** pages.

Section A

Answer all questions in this section.

Source A: Aristophanes, *Knights*, 255-65

Paphlagonian: Ouch, ouch! Ohhhh! Help! Friends, elder jurors, brothers of the courts, whose wages I've increased to three obols a day –three! - and whose business I've helped grow with lots and lots of judgements. Good judgements or bad, it made no difference to me! I just shouted them out and passed them on to you! Come, help me! The conspirators are beating me up! Ouch, ouch, Oh! Help me!

5

Leader of the Chorus: Too right! Of course we are! You're a thief, a crook, an embezzler! You strip the public purse bare even before you get elected. You're just another mongrel who squeezes all the prospective magistrates for bribes like a fig picker squeezes his figs, checking them all out: Is this one ripe? Is this one green? Is this one still raw? Same with all the poor folk out there. You go round checking every single one of them out. Spy on them. Are they rich? Are they innocent, are they dumb little sheep? Do they shake and tremble with fear in the courts?

10

1. Who is the Paphlagonian thought to represent? [1]
2. '*... whose wages I've increased to three obols a day...*': Who originally introduced jury pay and why? [2]
3. In this passage, what impression does Aristophanes create of political life and the law courts? Explain your answer using evidence from the passage. [10]

The Athenian statesman Solon attempted to combat political, economic, and moral decline in Athens through his legal reforms.

4. A main part of Solon's reform programme is referred to by the Greek term *seisachtheia*. What was the aim of this reform? [1]
5. What value of property did someone have to own to be eligible for membership of Solon's highest property class? [1]
6. Explain why Solon's changes to the legal system in Athens might have been welcomed by the Athenians. [10]
- 7* Evaluate whether or not Solon was correct to link people's rights in Athens to their economic circumstances, rather than their family background. You may use your understanding of Solon's legal reforms as a starting-point. [20]

Section B

Answer **one** of the following questions.

Use classical sources, and secondary sources, scholars and/or academic works to support your argument. You should also consider possible interpretations of sources by different audiences.

Either

- 8*** 'Plato and the Old Oligarch would both have disapproved of Cleisthenes' reforms, but Plato would have disapproved more.' How far do you agree with this statement? Justify your response.

[30]**Or**

- 9*** Which author you have studied gives the clearest impression of what democracy meant to the Athenians? Compare the work of at least **two** authors.

[30]

Summary of updates

Date	Version	Details
May 2022	3.1	Updated copyright acknowledgements.

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...day June 20XX – Morning/Afternoon

A Level Classical Civilisation

H408/34 Democracy and the Athenians

SAMPLE MARK SCHEME

Duration: 1 hour 45 minutes

MAXIMUM MARK 75

SPECIMEN

This document consists of 24 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING ON SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *Scoris Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>.
3. Log-in to Scoris and mark the **required number** of practice responses ('scripts') and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the Scoris messaging system.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Where candidates have a choice of questions across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)
8. There is a NR (No Response) option. Award NR (No Response) if:
 - there is nothing written at all in the answer space
 - OR there is a comment that does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR there is a mark (e.g. a dash, a question mark) that is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
9. The Scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your Team Leader, use the phone, the Scoris messaging system, or e-mail.

10. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

SUBJECT-SPECIFIC MARKING INSTRUCTIONS

Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Information and instructions for examiners

The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Using the Mark Scheme

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

Information and instructions for examiners

The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.

The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none">○ <i>Too right! Of course we are! You're a thief, a crook, an embezzler! (AO1)</i>○ <i>You're just another mongrel (AO1)</i>○ Short clauses/sentences used with a lot of exclamations (AO1)		

Guidance on applying the marking grids for the 10-mark stimulus question

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners should carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO1 = 6 and AO2 = 2

When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

Level	Marks	Characteristics of Performance
5	9–10	<ul style="list-style-type: none"> • AO1: Shows very good knowledge and understanding of the provided source through a range of well selected, accurate and precise material from it • AO2: Fully and consistently engages with the question, with perceptive, critical analysis and interpretation of the provided source leading to convincing points which are well-supported and developed
4	7–8	<ul style="list-style-type: none"> • AO1: Shows good knowledge and understanding of the provided source through a range of well selected, mostly accurate, material from it • AO2: Engages clearly and directly with the question, with critical analysis and interpretation of the provided source leading to sound points, which are supported and developed
3	5–6	<ul style="list-style-type: none"> • AO1: Shows reasonable knowledge and understanding of the provided source through use of a range of mostly accurate material from it • AO2: Engages with some of the fundamental issues of the question, with analysis and interpretation of the provided source leading to some tenable points, which have some support and development
2	3–4	<ul style="list-style-type: none"> • AO1: Shows basic knowledge and understanding of the provided source through use of some material from it with some degree of accuracy • AO2: Engages with the general topic of the question, with little analysis and interpretation of the provided source leading to weak points, which have occasional support and development
1	1–2	<ul style="list-style-type: none"> • AO1: Shows limited knowledge and understanding of the provided source through little use of accurate material from it • AO2: Limited and very simplistic attempt to engage with the topic of the question, with very little analysis and interpretation of the provided source leading to points of little relevance
0	0	<ul style="list-style-type: none"> • No response or no response worthy of credit

Question	Indicative Content	Marks (AO)	Guidance
4	<p>A main part of Solon’s reform programme is referred to by the Greek term <i>seisachtheia</i>. What was the aim of this reform?</p> <p>To prevent debtors being forced into slavery/and to set free those who already had been (1)</p>	1 (AO1)	
5	<p>What value of property did someone have to own to be eligible for membership of Solon’s highest property class?</p> <p>Equivalent to 500 bushels/standard measures of grain (1)</p>	1 (AO1)	
6	<p>Explain why Solon’s changes to the legal system in Athens might have been welcomed by the Athenians.</p> <p>These changes might have been welcomed because they (AO2):</p> <ul style="list-style-type: none"> • repealed harsh and oppressive laws, with the death-penalty as the standard punishment (AO2) <ul style="list-style-type: none"> ○ <i>repeal of all Draco’s laws except those concerning homicide (AO1)</i> • meant that knowledge & implementation of the laws was no longer a secret in the hands of the Eupatridae/aristocracy and gave non-Eupatridae some right of redress and assurance of fairness (AO2) <ul style="list-style-type: none"> ○ <i>public display of the laws (AO1)</i> ○ <i>enabling poorer people to take the richer to court (AO1)</i> ○ <i>allowing representation in court cases and allowing right of appeal to a jury-court/Heliaia (AO1)</i> • created some possibility of stability (AO2) <ul style="list-style-type: none"> ○ <i>Solon’s laws to remain unchanged for a set period of many years (AO1)</i> • gave Eupatridae some reassurance that they weren’t likely to be violently removed in a revolution as had happened in other Greek states (AO2) <ul style="list-style-type: none"> ○ <i>they still had status in the Areopagus as ‘guardian of the laws’ (AO1)</i> 	5 (AO1) 5 (AO2)	<p>Note that this question is specifically about Solon’s legal reforms, not the economic or constitutional ones.</p> <p>Comments on the legal role of the Areopagus may depend on whether or not the candidate discusses the possible legal role of the Council of 400.</p> <p><i>AO1 marks are awarded for the selection of material regarding the ideas, AO2 marks for the interpretation, analysis and evaluation of this as outlined in the Levels of Response grid.</i></p> <p><i>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>

Guidance on applying the marking grids for the 10-mark ideas question

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners should carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO1 = 6 and AO2 = 2

When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

Level	Marks	Characteristics of Performance
5	9–10	<ul style="list-style-type: none"> • AO1: Shows very good knowledge and understanding of the ideas through a range of well selected, accurate and precise material from it • AO2: Fully and consistently engages with the question, with perceptive, critical analysis and interpretation of the ideas leading to convincing points which are well-supported and developed
4	7–8	<ul style="list-style-type: none"> • AO1: Shows good knowledge and understanding of the ideas through a range of well selected, mostly accurate, material from it • AO2: Engages clearly and directly with the question, with critical analysis and interpretation of the ideas leading to sound points, which are supported and developed
3	5–6	<ul style="list-style-type: none"> • AO1: Shows reasonable knowledge and understanding of the ideas through use of a range of mostly accurate material from it • AO2: Engages with some of the fundamental issues of the question, with analysis and interpretation of the ideas leading to some tenable points, which have some support and development
2	3–4	<ul style="list-style-type: none"> • AO1: Shows basic knowledge and understanding of the ideas through use of some material from it with some degree of accuracy • AO2: Engages with the general topic of the question, with little analysis and interpretation of the ideas leading to weak points, which have occasional support and development
1	1–2	<ul style="list-style-type: none"> • AO1: Shows limited knowledge and understanding of the ideas through little use of accurate material from it • AO2: Limited and very simplistic attempt to engage with the topic of the question, with very little analysis and interpretation of the ideas leading to points of little relevance
0	0	<ul style="list-style-type: none"> • No response or no response worthy of credit

Question	Indicative Content	Marks (AO)	Guidance
7	<p>Evaluate whether or not Solon was correct to link people’s rights and roles in Athens to their economic circumstances, rather than their family background. You may use your understanding of Solon’s legal reforms as a starting-point.</p> <p><u>AO1</u> Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> • the Solonic property-classes and their qualifications <ul style="list-style-type: none"> ○ Pentakosiomedimnoi ○ Hippeis ○ Zeugitai ○ Thetes • the political roles and rights of each of the classes, for example: <ul style="list-style-type: none"> ○ only the top three could vote in election of high offices ○ only the top class could be elected to the highest offices ○ all four classes could vote in popular assembly and serve in law courts ○ Thetes served only as light armed troops or in the fleet, the upper three classes served as <i>hoplites</i>, top two classes could serve as cavalry • creation and make up of the <i>Boule</i> • the military roles of each of the classes • the previous aristocratic system whereby birth was the criterion for holding office • Solon’s own background and other reforms <p><u>AO2</u> Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • in support of the statement: <ul style="list-style-type: none"> ○ the system seems fairer than just allocating power to the Eupatridae on the basis of their birth ○ it enabled those who made money through trade, rather than as land 	10 (AO1)	<p><i>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Whilst candidates may use the stimulus ideas mentioned in previous questions as a starting point, they should not be penalised if they offer a full and detailed response which does not do so.</i></p>

	<p>owning aristocracy, to show their ability and usefulness, and it could be argued that there is a correlation between productivity/management of a business and ability to organise the state</p> <ul style="list-style-type: none"> ○ Solon’s system enabled gradual change and allowed for the future democratic developments ○ those in the top classes may have already had more experience of government and authority under the old system, so makes sense to keep some continuity whilst also opening up the system a bit <ul style="list-style-type: none"> ● against the statement: <ul style="list-style-type: none"> ○ for the modern audience linking wealth to political rights seems very unfair ○ could be argued that rather than create the best state Solon was trying to avert an immediate power-struggle between the old nobility and the newly-rich, so did not necessarily create the ‘best’ outcome ○ the system relied on future generations setting aside ambition – which the Pisistratid tyranny quickly showed wasn’t the case ○ intelligent people in the two lower property classes had little chance to contribute to the state and show their true ability ○ Solon was arguably more concerned with immediate justice, and his proposed system was a way of providing that, he cannot be credited with the future development of <i>democracy</i> as he wasn’t primarily concerned with enabling democracy to develop 	<p>10 (AO2)</p>	
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Guidance on applying the marking grids for the 20-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

AO1			AO2		
Level	Marks	Characteristics of Performance	Level	Marks	Characteristics of Performance
5	9– 10	<ul style="list-style-type: none"> • very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources and/or about classical ideas, and appropriate, effective use of their cultural context and possible interpretation 	5	9– 10	<ul style="list-style-type: none"> • a very good response to the question containing a wide range of relevant points leading to convincing conclusions • points are very well supported by perceptive critical analysis, interpretation and evaluation of classical sources and/or about classical ideas <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p>
4	7– 8	<ul style="list-style-type: none"> • detailed knowledge and a sound understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources and/or about classical ideas, and appropriate use of their cultural context and possible interpretation 	4	7– 8	<ul style="list-style-type: none"> • a good response to the question containing a range of relevant points leading to appropriate conclusions • points are consistently supported by critical analysis, interpretation and evaluation of classical sources and/or about classical ideas <p><i>the response is logically structured, with a well-developed and clear line of reasoning</i></p>

3	5 – 6	<ul style="list-style-type: none"> reasonable knowledge and understanding of the material studied use of a range of mostly accurate material from classical sources and/or about classical ideas, and some use of their cultural context and possible interpretation 	3	5 – 6	<ul style="list-style-type: none"> a reasonable response to the question containing some relevant points leading to tenable conclusions points are generally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas <p><i>the response presents a line of reasoning which is mostly relevant and has some structure</i></p>
2	3 – 4	<ul style="list-style-type: none"> basic knowledge and understanding of the material studied use of a limited range of material from classical sources and/or about classical ideas with some degree of accuracy, and limited use of their cultural context and possible interpretation 	2	3 – 4	<ul style="list-style-type: none"> a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions points are occasionally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas <p><i>the response presents a line of reasoning but may lack structure</i></p>
1	1 – 2	<ul style="list-style-type: none"> limited knowledge and understanding of the material studied use of little accurate material from classical sources and/or about classical ideas and little or no use of their cultural context and possible interpretation 	1	1 – 2	<ul style="list-style-type: none"> little engagement with the question, any points or conclusions made are of little relevance isolated use of classical sources and/or about classical ideas with little analysis, interpretation and evaluation <p><i>the information is communicated in an unstructured way</i></p>
0	0	<ul style="list-style-type: none"> no response or no response worthy of credit 	0	0	<ul style="list-style-type: none"> no response or no response worthy of credit

Guidance on applying the marking grids for the 30-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

AO1			AO2		
Level	Marks	Characteristics of Performance	Level	Marks	Characteristics of Performance
5	9– 10	<ul style="list-style-type: none"> • very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources and/or about classical ideas, and appropriate, effective use of their cultural context and possible interpretation 	5	17 – 20	<ul style="list-style-type: none"> • a very good response to the question containing a wide range of relevant points leading to convincing conclusions • points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources and/or about classical ideas and secondary sources, scholars and/or academic works <p><i>the response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p>
4	7– 8	<ul style="list-style-type: none"> • detailed knowledge and a sound understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources and/or about classical ideas, and appropriate use of their cultural context and possible interpretation 	4	13 – 16	<ul style="list-style-type: none"> • a good response to the question containing a range of relevant points leading to appropriate conclusions • points are consistently supported by critical analysis, interpretation and evaluation of classical sources and/or about classical ideas and secondary sources, scholars and/or academic works <p><i>the response is logically structured, with a well-developed and clear line of reasoning</i></p>

3	5 – 6	<ul style="list-style-type: none"> reasonable knowledge and understanding of the material studied use of a range of mostly accurate material from classical sources and/or about classical ideas, and some use of their cultural context and possible interpretation 	3	9 – 12	<ul style="list-style-type: none"> a reasonable response to the question containing some relevant points leading to tenable conclusions points are generally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas and there is some use of secondary sources, scholars and/or academic works <i>the response presents a line of reasoning which is mostly relevant and has some structure</i>
2	3 – 4	<ul style="list-style-type: none"> basic knowledge and understanding of the material studied use of a limited range of material from classical sources and/or about classical ideas with some degree of accuracy, and limited use of their cultural context and possible interpretation 	2	5 – 8	<ul style="list-style-type: none"> a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions points are occasionally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas and there is little or no use of secondary sources, scholars and/or academic works <i>the response presents a line of reasoning but may lack structure</i>
1	1 – 2	<ul style="list-style-type: none"> limited knowledge and understanding of the material studied use of little accurate material from classical sources and/or about classical ideas and little or no use of their cultural context and possible interpretation 	1	1 – 4	<ul style="list-style-type: none"> little engagement with the question and any points or conclusions made are of little or no relevance isolated use of classical sources and/or about classical ideas with little analysis, interpretation and evaluation <i>the information is communicated in an unstructured way</i>
0	0	<ul style="list-style-type: none"> no response or no response worthy of credit 	0	0	<ul style="list-style-type: none"> no response or no response worthy of credit

Question	Indicative Content	Marks (AO)	Guidance
9	<p>Which author you have studied gives the clearest impression of what democracy meant to the Athenians? Compare the work of at least two authors.</p> <p><u>AO1</u> Candidates might show knowledge and understanding of:</p> <ul style="list-style-type: none"> • Thucydides: <ul style="list-style-type: none"> ○ material from the Funeral Oration ○ his emphasis on the decline in quality of leading politicians after Pericles' death • Aeschylus/Euripides: <ul style="list-style-type: none"> ○ link between 5th century Athens and availability of justice/fair treatment of suppliants ○ Athene's ratification of the reform of the Areopagus in <i>Eumenides</i> • Aristophanes: <ul style="list-style-type: none"> ○ parodies of Ekklesia meetings (<i>Acharnians</i>, <i>Ekklesiazusae</i>) and links to archaeological evidence ○ material from <i>Frogs</i> & <i>Knights</i> suggesting the need to return to older values & ideal democracy as championed by Ephialtes & Pericles ○ material from <i>Knights</i>, <i>Wasps</i> and <i>Peace</i> shows his belief that demagogues subvert democracy to their own ends ○ evidence from <i>Ekklesiazusae</i> suggesting ideals of democracy have been lost ○ serious points made about Athens' recent experience of oligarchy (411 and 403) • Old Oligarch: <ul style="list-style-type: none"> ○ implies that 'democracy' is used as a way of exercising control over anyone who could undermine the interests of the less well-off and less-well-educated ○ gives details of such processes as they affect the subject-allies (i.e. not Athenians) ○ democracy may be linked to unwelcome imperialism • Plato: <ul style="list-style-type: none"> ○ seems to value the freedom of thought afforded by democracy ○ 'ship of state' allegory shows that all have a part to play for democracy 	10 (AO1)	<p><i>The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p><i>Learners are expected to make use of scholarly views, academic approaches and sources to support their argument; the approach to crediting this is outlined in the Levels of Response Grid.</i></p>

	<p>to work best</p> <ul style="list-style-type: none"> ○ 'simile of the beast' shows the downside of pandering to the populace <p><u>AO2</u></p> <p>Candidates may demonstrate evaluation and analysis through the use of some of the following arguments:</p> <ul style="list-style-type: none"> • Candidates will produce arguments and discussion justifying their choice of sources and of the two authors they have chosen • Candidates will define what they feel democracy meant to the authors they have chosen and therefore by extension to the people of Athens, there might be discussion of whether this can be understood fully from the perspective of a modern audience • They may cite an author who demonstrates antipathy to some elements of democracy and in so doing highlights what the Athenians felt was important about democracy • They may make links between sources and illustrate that some tell us not only what their creators thought but also provide context and cross referencing opportunities, such as: <ul style="list-style-type: none"> ○ parodies of Ekklesia meetings supplements archaeological evidence ○ material from <i>Frogs & Knights</i> suggests that he agrees with Thucydides about values and ideal democracy • Arguments about audience might be made; Aristophanes' plays needed to be popular and appealing to the majority and so might better reflect popular views and ideas • The nature of some authors might be discussed as making them less useful for the feelings of the general populace; no slaves or women to give us their opinions first hand • The physical environment might be seen as the most useful source because there is no "author", it is simply the remains of how democracy functioned, although issues of interpreting this might also be raised 	<p>20 (AO2)</p>	
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Guidance on applying the marking grids for the 30-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at the highest level and work down until you reach the level that matches the answer
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below

AO1			AO2		
Level	Marks	Characteristics of Performance	Level	Marks	Characteristics of Performance
5	9– 10	<ul style="list-style-type: none"> • very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources and/or about classical ideas, and appropriate, effective use of their cultural context and possible interpretation 	5	17 – 20	<ul style="list-style-type: none"> • a very good response to the question containing a wide range of relevant points leading to convincing conclusions • points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources and/or about classical ideas and secondary sources, scholars and/or academic works <p><i>the response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p>
4	7– 8	<ul style="list-style-type: none"> • detailed knowledge and a sound understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources and/or about classical ideas, and appropriate use of their cultural context and possible interpretation 	4	13 – 16	<ul style="list-style-type: none"> • a good response to the question containing a range of relevant points leading to appropriate conclusions • points are consistently supported by critical analysis, interpretation and evaluation of classical sources and/or about classical ideas and secondary sources, scholars and/or academic works <p><i>the response is logically structured, with a well-developed and clear line of reasoning</i></p>

3	5 – 6	<ul style="list-style-type: none"> reasonable knowledge and understanding of the material studied use of a range of mostly accurate material from classical sources and/or about classical ideas, and some use of their cultural context and possible interpretation 	3	9 – 12	<ul style="list-style-type: none"> a reasonable response to the question containing some relevant points leading to tenable conclusions points are generally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas and there is some use of secondary sources, scholars and/or academic works <i>the response presents a line of reasoning which is mostly relevant and has some structure</i>
2	3 – 4	<ul style="list-style-type: none"> basic knowledge and understanding of the material studied use of a limited range of material from classical sources and/or about classical ideas with some degree of accuracy, and limited use of their cultural context and possible interpretation 	2	5 – 8	<ul style="list-style-type: none"> a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions points are occasionally supported by analysis, interpretation and evaluation of classical sources and/or about classical ideas and there is little or no use of secondary sources, scholars and/or academic works <i>the response presents a line of reasoning but may lack structure</i>
1	1 – 2	<ul style="list-style-type: none"> limited knowledge and understanding of the material studied use of little accurate material from classical sources and/or about classical ideas and little or no use of their cultural context and possible interpretation 	1	1 – 4	<ul style="list-style-type: none"> little engagement with the question and any points or conclusions made are of little or no relevance isolated use of classical sources and/or about classical ideas with little analysis, interpretation and evaluation <i>the information is communicated in an unstructured way</i>
0	0	<ul style="list-style-type: none"> no response or no response worthy of credit 	0	0	<ul style="list-style-type: none"> no response or no response worthy of credit

Assessment Objective Grid

	AO1	AO2
1	1	
2	2	
3	5	5
4	1	
5	1	
6	5	5
7	10	10
8/9	10	20
Total	35	40

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