

Advanced Subsidiary GCE

GCE CLASSICS

Unit AH1: Greek History from original
sources

Specimen Paper

F391 QP

Morning/Afternoon

Time: 1 hour 30 minutes

Additional Materials: Answer Booklet (16 pages)



INSTRUCTIONS TO CANDIDATES

- Choose one option. Answer **one** question from **Section A** and **one** from **Section B**. Both questions must be from the same option.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **11** printed pages and **1** blank page.

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.

The dissension between Alkibiades and Nikias became so acute that recourse was had to the procedure of ostracism. People loathed the lifestyle of Alkibiades and dreaded his audacity...His wealth made Nikias an object of envy, but above all his lifestyle struck them as unfriendly and unpopular and indeed antisocial, oligarchic and alien. Since he often resisted their desires and tried to force them against their wishes to adopt the expedient course, they found him objectionable. But to put it simply, it was a contest between youthful warmongers and elderly peacemakers, the former voting against Nikias and the latter against Alkibiades. 5

"But in time of strife, the villain too has his share of honour", and so in this case also the people, by splitting in two, made room for the most ruthless and depraved men. One of these was Hyperbolos of Perithoidai, whose boldness did not derive from any influence of his, but he acquired influence through his boldness. His credit in the city was a discredit to the city. At this time he thought himself beyond the reach of ostracism (he was indeed a fitter candidate for the pillory), and he expected that when one of the two rivals had been banished, he would become a match for the survivor. 10 15

Plutarch, *Life of Nikias* 11

- (a) What can we learn from this passage about the function and use of ostracism in the late fifth century? [10]
- (b) How far do other sources support the view that ostracism was an important part of Athenian political life? [20]
- (c) On the basis of this passage, and other sources you have studied, discuss whether ostracism gave ordinary citizens any significant power over leading politicians? [25]

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.

There is one thing, gentlemen of Athens, that I entreat and beg of you: if you hear me defending myself in the same language that it has been my habit to use at the table of the bankers in the Agora, where many of you have heard me, and elsewhere, do not be surprised and do not make a disturbance. The facts are these. This is my first appearance in a court of law, at the age of seventy; so I am a complete stranger to the language of this place. 5

Plato, *Apology* 17cd

It may be that one of you, remembering his own case, will be annoyed that whereas he, standing trial on a less serious charge than this, begged and besought the jury in floods of tears and paraded his infant children to excite maximum sympathy, and many of his relatives and friends as well, I for my part intend to do no such thing, even though I face, as it might appear, the gravest of dangers. 5

Plato, *Apology* 34bc

- (a) What do these passages tell us about what happened in the law courts in classical Athens? [10]
- (b) What can we learn from the other sources about the importance of the performance of the speakers in a classical Athenian court? [20]
- (c) On the basis of these passages, and other sources you have studied, how far do the sources enable a modern historian to assess the importance of the courts within the Athenian democratic system? [25]

Section A Total [55]

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

Answer **one** question.

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

- 3** Do Thucydides and Aristophanes give us an accurate and balanced picture of the power of demagogues in the last quarter of the fifth century?

In your answer, you should:

- consider how Thucydides and Aristophanes present demagogues;
- describe the political system in Athens as represented in the sources;
- evaluate how impartial the sources are in their presentation of demagogues. **[45]**

- 4** Do the sources enable us to assess the contribution made by ordinary citizens to the government of classical Athens?

In your answer, you should:

- include the evidence of sources about the involvement of ordinary citizens;
- describe how political decisions were made in Athens;
- assess the reliability of the evidence for the role of ordinary citizens 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.

The *demos* is to vote at once on the question of the Methonians, whether it is right for the *demos* to assess tribute at once or whether it is sufficient for the Methonians to pay a proportion of the tribute which was assessed at the previous Panathenaea, but shall otherwise be free from taxes. But as for those debts which are inscribed in the public Treasury [of the Athenians] as being owed by the Methonians, if they remain as loyal to the Athenians as they are now or even more so, the Athenians [shall allow] them to be classified separately in respect of these arrears, and if a [general] decree is passed concerning the debts posted on [the public notice-boards], no demand is to be laid upon the Methonians [unless] a separate decree is passed concerning the Methonians. Three [envoys] over 50 years of age are to be sent to Perdikkas, and are to tell him that he should not restrict the Methonians' freedom of movement but should allow them to use the sea and allow their merchants to travel into the hinterland as in the past, and that neither side should harm the other, and that he should not [lead] an army through Methonian territory without the consent of the Methonians. If [both sides] reach agreement, the envoys shall reconcile them; otherwise both sides are to send [an embassy] to the Dionysia [with] plenipotentiary powers to resolve their difference before the Council and [the *demos*].

ML 65, *Methone Decree*, [Lactor 1]

- (a) What can be learned from this passage about Athens' relationship with her allies? [10]
- (b) What do the other sources tell us about why states might have remained loyal to Athens? [20]
- (c) On the basis of this passage, and other sources you have studied, to what extent can we explain the changes in Athenian relations with their subject allies after 449BC? [25]

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.

What brought most pleasure and adornment to Athens, most startled other men, and is the only evidence that claims about Athens' power and ancient prosperity are not lies, was the erection of sacred buildings. But it was this, of all Perikles' policies, that his enemies begrudged and slandered at meetings of the Assembly. They said that the people would 5
lose its good reputation and be criticised if it brought the money that belonged to all Greeks alike from Delos to itself, and that Perikles had removed the most presentable response to critics, that they had taken the common treasury from Delos and were guarding it securely for fear 10
of the Persians. They seemed to be displaying dreadful insolence towards Greece and to be openly acting as tyrants if those who were forced by Athens to contribute to the war saw them gilding and decking out the city like a loose woman, applying expensive stones and statues of gods and temples costing a thousand talents.

Plutarch, *Life of Pericles* xii.1 [LACTOR 1, 66]

- (a) What does this passage tell us about how the Athenians viewed the income from their allies? [10]
- (b) What can we learn from the other sources about the purposes for which the income from the allies was used by the Athenians? [20]
- (c) Using this passage, and other sources you have studied, evaluate whether the effects of empire were positive or negative for Athens' allies. [25]

Section A Total [55]

Option 2: Delian League to Athenian Empire**Section B: Essays**

Answer **one** question.

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

- 7** To what extent do inscriptions provide us with a reliable picture of the relationship between Athens and her allies?

In your answer, you should:

- include what inscriptions tell us about Athenian attitudes to their allies;
- outline what the attitudes of the allies were towards Athens;
- assess the reliability of the sources you have studied on the changing relationship between Athens and her allies. **[45]**

- 8** According to the sources, how effectively did Athens deal with those who tried to leave the Delian League?

In your answer, you should:

- outline what the sources tell us about rebellions within the Delian League;
- explain the methods used by Athens to deal with revolt;
- evaluate the source material which describes Athens' success in dealing with revolts. **[45]**

Section B Total [45]

Paper Total [100]

[Turn Over]

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.

Spartiates' training extended into adulthood, for no one was permitted to live as he pleased. Instead, just as in a camp, so in the city, they followed a prescribed lifestyle and devoted themselves to communal concerns. They viewed themselves absolutely as part of their country, rather than as individuals, and so unless assigned a particular job they would always be observing the boys and giving them some useful piece of instruction, or learning themselves from their elders. Abundant leisure was unquestionably among the wonderful benefits which Lycurgus had conferred upon his fellow citizens. While he totally banned their involvement in any manual craft, there was equally no need for them to amass wealth (with all the work and concentration which that entails), since riches were emphatically neither envied nor esteemed. The helots worked the land for them and paid over the amount mentioned earlier. There was a Spartiate who happened to be in Athens when the courts were sitting, and he learned that a man who had incurred some penalty for refusal to work was going home depressed, escorted by sympathetic friends who shared his mood. The Spartiate requested those who were there with him to point out this man who had been penalized for his freedom.

Plutarch, *Lycurgus*, 24 [Penguin, 1988, trans. Talbert]

- (a) What does this passage tell us about the lives of Spartiates? [10]
- (b) How far do the other sources you have studied support this passage's depiction of the lives of Spartiates? [20]
- (c) On the basis of this passage, and other sources you have studied, how far can we assess the aims of the Spartan education system? [25]

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 the Gerousia [Council of Elders] met, the Spartans debated whether to go to war with the Athenians over the command by sea. Similarly when the popular Assembly met, the younger men, and many of the others, were ambitious to get the command back, in the belief that, if they got it, they would enjoy much revenue, would make 5
Sparta in every respect greater and more powerful, and the households of individuals would be made prosperous. They reminded themselves of the old oracle in which the god had ordered them to beware the lame leadership, and they interpreted the oracle as having a bearing on the present situation. For they said that their rule would 10
indeed be lame if when there were two commands [on land and at sea], they were to lose one of them.

Practically all the citizens supported this interpretation, and when the Gerousia met to discuss these matters, no one expected that anyone would dare to give contrary advice. But one of the members of the 15
Gerosia, whose name was Hetoimaridas, who traced his ancestry back to Herakles, and who enjoyed favour among the citizens for his excellence, made an attempt at advising that the Athenians be allowed to keep the command. He said that Sparta should not dispute command at sea, supplied a wealth of fitting arguments to this unlikely 20
claim, and contrary to expectation succeeded in persuading the Gerousia and the people. In the end the Spartans judged that Hetoimaridas gave the right advice and they turned away from their intention of making war on the Athenians.

Diodoros 11.50

- (a) What does this passage tell us about how the Spartans made decisions? [10]
- (b) How far do the other sources support the idea that the Gerousia was important in the Spartan political system? [20]
- (c) On the basis of this passage, and other sources you have studied, do you agree that Sparta was well governed during this period? [25]

Section A Total [55]

[Turn Over]

Option 3: Politics and society of Ancient Sparta**Section B: Essays**

Answer **one** question.

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

11 According to the sources, how important were the helots to the Spartan social structure?

In your answer, you should:

- consider what the sources tell us about the role of the helots in Sparta;
- explain the ways in which Sparta controlled the helots;
- evaluate the evidence for the seriousness of the threat posed by the helots.

[45]

12 To what extent do the sources present the kings as the most important individuals in Sparta?

In your answer, you should:

- consider what the sources tell us about the role of the Spartan kings;
- explain the role of other individuals within the political structure of Sparta;
- evaluate the reliability of the sources for the inner working of the Spartan political structure.

[45]

Section B Total [45]

Paper Total [100]

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced GCE

GCE CLASSICS

F391 MS

Unit AH1: Greek History from original sources

Specimen Mark Scheme

The maximum mark for this paper is **100**.

SPECIMEN

This document consists of **16** printed pages.

Option 1: Athenian Democracy in the 5th century BC		
Section A		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
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.	
1(a)	What can we learn from this passage about the function and use of ostracism in the late fifth century?	
(AO1)	Answers might include; - the reference to the disagreement between Nicias & Alcibiades, and the reasons for it; - also the reference to the supporters of the two figures; - finally the opportunity offered to a less significant figure, Hyperbolos; - the passage suggests this was a way to decide the issue of leadership and the direction of policy.	[10]
1(b)	How far do other sources support the view that ostracism was an important part of Athenian political life?	
(AO1)	Answers should include at least some sources. Sources may include: - Aristotle, <i>Constitution of the Athenians</i>; - Herodotus; - Plutarch <i>Life of Pericles</i>; - Thucydides <i>Book 1</i>.	
(AO2)	Answers may show knowledge of the limited use of ostracism after Cimon. Evaluation of sources and their use in constructing a clear address of 'how' far are required for marks at the highest level – refer to grids.	[20]
1(c)	On the basis of this passage, and other sources you have studied, discuss whether ostracism gave ordinary citizens any significant power over leading politicians?	
(AO1)	Answers should show: - relevant knowledge of the role of ordinary citizens in the decision to hold an ostracism, - their role in voting.	
(AO2)	Answers might include developed examination of 'any significant power' with support from sources (with appropriate evaluation and critical comment) which may address a variety of other factors: - who took the lead in calling for an ostracism; - the role of leading politicians; - the uncertainty of the procedure.	[25]

Option 1: Athenian Democracy in the 5th century BC		
Section A		
Question Number	Answer	Max Mark
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.	
2(a)	What do these passages tell us about what happened in the law courts in classical Athens?	
(AO1)	Answers might include: - reference to the defendant defending himself in person, regardless of age or experience or knowledge of the law; - that there were expectations (on the part of the jurors) about the way a defendant spoke and conducted himself; - the use of emotional appeals to the jury to secure either acquittal or the lesser sentence.	[10]
2(b)	What can we learn from the other sources about the importance of the performance of the speakers in a classical Athenian court?	
(AO1)	Answers might include: - the Athenian interest in rhetoric & public speaking (both in general (e.g. in the Assembly (Mytilene debate) or in courts in particular); - the trial scene from the <i>Wasps</i>, both for its political manoeuvres and for the emotional appeals at the end; - the large juries and the very public nature of the trial.	
(AO2)	Answers should evaluate the evidence presented in the examples chosen (e.g. trial of Socrates, trial scene in <i>Wasps</i>) and show what factors appear to influence jurors, insofar as we can reconstruct what happened.	[20]
2(c)	On the basis of these passages, and other sources you have studied, how far do the sources enable a modern historian to assess the importance of the courts within the Athenian democratic system?	
(AO1)	Answers should mention at least two or three examples with some detail to show how the courts related to the democratic system, for example: - the political humour in the <i>Wasps</i>; - the trial of Socrates; - the courts as involved in the <i>graphe paranomon</i>, <i>euthune/dokimasia</i>.	
(AO2)	Answers should: - evaluate the factual information in the sources and the potential for bias, given the background of our sources; - make judgements on the value of the examples as historical evidence; - show understanding of approach to evidence.	[25]

Option 1: Athenian Democracy in the 5th century BC		
Section B		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
3	Do Thucydides and Aristophanes give us an accurate and balanced picture of the power of demagogues in the last quarter of the fifth century? In your answer, you should: • consider how Thucydides and Aristophanes present demagogues; • describe the political system in Athens as represented in the sources; • evaluate how impartial the sources are in their presentation of demagogues. (AO1) Answers might include: • relevant knowledge and source material dealing with the role and power of demagogues after the death of Pericles, especially Cleon as represented by Thucydides and Aristophanes; (AO2) Answers might show: • use of further sources to support or criticise the two named sources. • evaluation of 'accurate and balanced' relating to the source material chosen; • evaluation of the 'power of the demagogues' – discussion on the limits of their power and their ability to pursue consistent policies; • assessment of their role within the political system as a whole.	[45]
4	Do the sources enable us to assess the contribution made by ordinary citizens to the government of classical Athens? In your answer, you should: • include the evidence of sources about the involvement of ordinary citizens; • describe how political decisions were made in Athens; • assess the reliability of the evidence for the role of ordinary citizens in the democracy.	[45]

Option 1: Athenian Democracy in the Fifth century BC		
Section B		
Question Number	Answer	Max Mark
4 (cont) (AO1)	Answers may address: - the key elements in the political system (assembly, <i>boule</i>, courts); - the involvement of ordinary citizens in them as depicted in the sources – e.g. popular participation in the assembly, as revealed in Thucydides (with discussion of bias); - the importance of leadership and the background of political leaders in Athens; - the significance of the evidence provided by the <i>Old Oligarch</i>.	
(AO2)	Some evaluation of the limited evidence for popular participation in the sources and the potential bias of sources such as Thucydides & Aristophanes.	[45]
	Section B Total	[45]
	Paper Total	[100]

Option 2: Delian League to Athenian Empire		
Section A		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
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.	
5(a)	What can be learned from this passage about Athens' relationship with her allies?	
(AO1)	Answers might include: - the Methone decree reveals the positive aspect for those favoured by Athens; - here a small state has its case dealt with by the assembly & detailed provision is made about debt; - there is very specific action taken on Methone's behalf with respect to Perdiccas.	[10]
5(b)	What do the other sources tell us about why states might have remained loyal to Athens?	
(AO1)	Other relevant sources may include: - those that show what happens to states that revolt (e.g. many examples from Thucydides – Samos, Mytilene etc.); - Athens' role as leader of the Delian League in the Pentekontaetia; - Athens' support of (democratic) factions in states; - the presence of garrisons, cleruchies, colonies & <i>proxenoi</i>; - the threat of Persia.	
(AO2)	Look for analysis in context and evaluation of sources used, with discussion of potential bias.	[20]
5(c)	On the basis of this passage, and other sources you have studied, to what extent can we explain the changes in Athenian relations with their subject allies after 449BC?	
(AO1)	Answers might include; - a discussion of the 'Peace of Callias' and the effect of the cessation of hostilities on Greek states in the 440s; - the importance of the revolts that lead to the Thirty Years' Peace; - the impact of the growing tension between Athens and Sparta and the outbreak of war; - use of inscriptions (e.g. interference with the autonomy of states (Coinage decree) & tribute organisation (Kleinias decree).	
(AO2)	Reward development of an argument based on analysis of sources – refer to grids.	[25]

Option 2: Delian League to Athenian Empire		
Section A		
Question Number	Answer	Max Mark
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.	
6(a) (AO1)	What does this passage tell us about how the Athenians viewed the income from their allies? This passage gives a negative view of Perikles' policies: • transfer of treasury of the Delian League to Athens • the Periklean building programme). Answers should place this passage in context, showing awareness that Perikles' policies won the day.	[10]
6(b) (AO1)	What can we learn from the other sources about the purposes for which the income from the allies was used by the Athenians? Answers might include: • from this passage answers can show that the money was used for the building programme; • from immediately after this passage in Plutarch, that Perikles' answer was that the protection against the Persians was being provided; • other purposes which could be illustrated from the sources include the suppression of revolts (e.g. Samos); • the maintenance of the navy; • the suppression of piracy; • state pay.	
(AO2)	There should be balanced assessment of the bias of the sources used and the limitations of what is available – see grids.	[20]
6(c) (AO1)	Using this passage, and other sources you have studied, evaluate whether the effects of empire were positive or negative for Athens' allies. There should be some attempt to evaluate both positive and negative effects, with details of both given. Sources include: • Thucydides, • Old Oligarch, • Inscriptions.	
(AO2)	There should be balanced evaluation of evidence with evaluation of positive and negative aspects identified.	[25]

Option 2: Delian League to Athenian Empire		
Section B		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
7 (AO1) (AO2)	To what extent do inscriptions provide us with a reliable picture of the relationship between Athens and her allies? In your answer, you should: • include what inscriptions tell us about Athenian attitudes to their allies; • outline what the attitudes of the allies were towards Athens; • assess the reliability of the sources you have studied on the changing relationship between Athens and her allies. There should be a range of detail from the period with appropriate citation of evidence. This may include: • inscriptions; • the 'changing relationship' as reflected in the sources; • the different relationship Athens had with individual allies. Where inscriptions are used they should be referred to in detail, with reference to the specific relationships where appropriate. Answers must focus on reliability, and consider specific examples. Problems of dating and completing inscriptions, together with the difficulty of contextualising them, should be discussed for higher bands – see grids.	[45]
8	According to the sources, how effectively did Athens deal with those who tried to leave the Delian League? In your answer, you should: • outline what the sources tell us about rebellions within the Delian League; • explain the methods used by Athens to deal with revolt; • evaluate the source material which describes Athens' success in dealing with revolts.	[45]

Option 2: Delian League to Athenian Empire		
Section B		
Question Number	Answer	Max Mark
8 (cont) (AO1) (AO2)	Answers may: - offer a range of examples drawn from the period with appropriate reference to sources, - discuss the earlier attempts to withdraw (Naxos, Thasos); - concentrate more on the later period in the 450s, 440s and later. Answers should include the methods used to control the aftermath of revolt as found in the sources: - demolition of walls; - confiscations of navy & land; - cleruchies etc. Answers should assess the reliability of the evidence for a range of revolts from the period, and consider the effectiveness of Athens' responses, as found in Thucydides, the Old Oligarch etc. Answers may include discussion of the factors which led states to revolt (e.g. local inter-state relations, the possibility of external aid from Sparta) in spite of the evidence of Athens' success in dealing with individual cases.	[45]
	Section B Total	[45]
	Paper Total	[100]

Option 3: Politics and society of Ancient Sparta		
Section A		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
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.	
9(a) (AO1)	What does this passage tell us about the lives of Spartiates? Answers might include: - the continuation of the <i>agoge</i> into the adulthood of Spartiates & the communal nature of Spartan life, focused not on day-to-day work but on training for the army; - the role of the helots; - the valuing of freedom from day-to-day concerns.	[10]
9(b) (AO1)	How far do the other sources you have studied support this passage's depiction of the lives of Spartiates? Answers should refer to a range of sources, which might include Herodotus and Xenophon: these should support - the description of the <i>agoge</i> and army life; - the role of the helots; - details of the <i>sussitia</i> and the arrangements for family life. Some answers may query the comment about riches being 'neither envied or esteemed'.	
(AO2)	There needs to be a specific conclusion on 'how far', ideally a balanced evaluation based on a clear engagement with the material, which should be critically analysed – see grids.	[20]
9(c) (AO1)	On the basis of this passage, and other sources you have studied, how far can we assess the aims of the Spartan education system? Answers might include: - deal with the range of the evidence for the <i>agoge</i> and the problematic nature of our evidence, with very little material drawn directly from Sparta herself, especially with the fact that Plutarch is writing in a period when Sparta had re-invented her past; - discussion of the problems of later interpretation of the Spartan system; - some specific examples to show what the <i>agoge</i> enabled Sparta to achieve.	
(AO2)	Source material should be critically handled and evaluated, and there must be an attempt to address 'how far'. There should be some discussion of the problems presented by the limited evidence.	[25]

Option 3: Politics and society of Ancient Sparta		
Section A		
Question Number	Answer	Max Mark
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.	
10(a)	What does this passage tell us about how the Spartans made decisions?	
(AO1)	Answers should include discussion of the roles of the assembly and <i>Gerousia</i> . This passage concentrates on a decision over making war and the final say of the assembly.	[10]
10(b)	How far do the other sources support the idea that the Gerousia was important in the Spartan political system?	
(AO1)	Answers should include: - reference to other sources that deal with the inner workings of the Spartan system (e.g. Thucydides Book 1), - discussion of the issue of limited sources from within Sparta itself. The detail should be compared to these other sources.	
(AO2)	There should be a discussion of 'how far' & due weight given to the limited evidence from within Sparta and the reliability of Diodorus – refer to mark grids.	[20]
10(c)	On the basis of this passage, and other sources you have studied, do you agree that Sparta was well governed during this period?	
(AO1)	This invites a wider range of detail than the more specific questions asked above. Examples should be selected from the sources which show Sparta's aims during the period, and what they did to achieve those aims: - maintaining control of the helots, - the Peloponnese; - relations with Athens; - response to Persian threats etc.	
(AO2)	Candidates can interpret 'well-governed' as they wish; they can focus on Sparta's success or otherwise in achieving foreign policy objectives; reward discussion of any internal disagreements in Sparta that can be supported from the evidence presented.	[25]

Option 3: Politics and society of Ancient Sparta		
Section B		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.	
11 (AO1) (AO2)	According to the sources, how important were the helots to the Spartan social structure? In your answer, you should: - consider what the sources tell us about the role of the helots in Sparta; - explain the ways in which Sparta controlled the helots; - evaluate the evidence for the seriousness of the threat posed by the helots. Sources might include: - Herodotus, - Thucydides, - Plutarch, - Xenophon. Answers may give examples which show not only what the helots did but also the ways in which the controlling of the helot population affected Sparta's internal governance and policy beyond her boundaries. Answers should offer evaluation of the evidence and the difficulties of assessing what is happening in Sparta. Reward discussion of the difficulty of separating Sparta's social structure from the political and the military. Answers should deal with positive and negative impacts of the helots.	[45]
12	To what extent do the sources present the kings as the most important individuals in Sparta? In your answer, you should: - consider what the sources tell us about the role of the Spartan kings; - explain the role of other individuals within the political structure of Sparta; - evaluate the reliability of the sources for the inner working of the Spartan political structure.	[45]

Option 3: Politics and society of Ancient Sparta		
Section B		
Question Number	Answer	Max Mark
12 (cont) (AO1)	There are a range of examples from the sources: • what the kings did within Sparta (e.g. Herodotus); • their role as leaders beyond Sparta's boundaries; • other individuals, such as the ephors (e.g. Sthenelaidas) and members of the <i>Gerousia</i> (e.g. Hetoimaridas); • regents and other individuals who are harder to characterise such as Brasidas.	
(AO2)	There should be an engagement with 'to what extent' and a discussion of the difficulties facing the historian with the evidence. Answers may offer a clear account of the significance of the role of the kings in the army on campaign, in contrast to the much more shadowy nature of our evidence for what happens in Sparta itself.	[45]
	Section B Total	[45]
	Paper Total	[100]

AS Classics Marking Grid for units AH1-AH2: notes

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

<i>Section A Commentary Questions</i>		AO1	AO2
	Qa	10	
	Qb	10	10
	Qc	10	15
<i>Section B Essays</i>		20	25
<i>Total</i>		50	50
<i>Weighting</i>		50%	50%
<i>Total mark for each AS unit</i>		100	

Quality of Written Communication: In Section A, the (a) sub-question is limited to AO1. Quality of written communication (AO2b) will be assessed in the (b) and (c) sub-questions only. This is because the QCA Guidance for Awarding Bodies stipulates that QWC should be assessed when answers require paragraphs or essays, not single sentences. For some AS units (e.g. Archaeology) the (a) sub-questions are likely to include single sentence or even one-word answers.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3 – 5.

There are no separate weightings for AOs 2a and 2b, but in assigning a mark for AO2 examiners should focus first on AO2(a) – i.e. bullet points 1 and 2 to decide the appropriate Level descriptor band. They should then consider the evidence of QWC to help them decide where in the Level descriptor band it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level descriptor band.

AS Classics Marking Grid for units AH1-AH2: AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	
			- Recall and application of subject knowledge; - Relevance to question/topic; - Understanding of sources and evidence; - Awareness of context.
Level 5	9-10	17-20	- Specific factual knowledge, selected with care; - Fully relevant to the question; - Well supported with evidence and reference where required; - Strong awareness of context as appropriate.
Level 4	6-8	12-16	- Generally well chosen factual knowledge; - Relevant to the question; - Usually supported with evidence and reference where required; - Awareness of context as appropriate.
Level 3	4-5	8-11	- Some factual knowledge, not always well chosen; - At least partially relevant to the question; - Some supporting evidence and reference where required; - Limited awareness of context.
Level 2	2-3	4-7	- Restricted selection of factual knowledge, possibly including some inaccurate detail; - Little evidence of relevance to the question; - Occasional use of appropriate supporting evidence; - Context occasionally or very superficially indicated.
Level 1	0-1	0-3	Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.

AS Classics Marking Grid for units AH1-AH2: AO2 (a and b)

(a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate (b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form	Max. mark and mark ranges			Characteristics of performance
	10	15	25	
Level 5	9-10	13-15	21-25	• Analysis; • Evaluation and response; • Organisation and use of technical vocabulary; • Control of appropriate form and style; • Accuracy of writing.
Level 4	6-8	9-12	15-20	• Perceptive, well supported analysis leading to convincing conclusions; • Very well balanced evaluation based on clear engagement with sources/task; • Argument incisive, very well structured and developed; technical terms accurately and effectively used; • Sustained control of appropriate form and register; • Legible, fluent and technically very accurate writing.
Level 3	4-5	6-8	10-14	• Careful and thorough analysis leading to generally sound conclusions; • Balanced evaluation based on clear engagement with sources/task; • Argument well structured and developed; technical terms accurately and effectively used; • Good control of appropriate form and register; • Legible and technically accurate writing, conveying meaning well.
Level 2	2-3	3-5	5-9	• Attempts at analysis leading to some tenable conclusions; • Limited evaluation but some evidence of engagement with sources/task; • Argument coherent if cumbersome or under-developed; some technical terms accurately used; • Limited control of appropriate form and register; • Legible and generally accurate writing, conveying meaning clearly.
Level 1	0-1	0-2	0-4	• Occasional evidence of analysis gesturing towards acceptable conclusions; • Very limited evaluation or evidence of engagement with topic/task; • Argument coherent even if very cumbersome or under-developed; simple technical terms used appropriately; • Very limited control of appropriate form and register; • Legible and generally accurate writing, clarity not obscured. Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.