



**General Certificate of Education
June 2012**

Classical Civilisation 2021

Tiberius and Claudius

A2 Unit 4D

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the student uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

Information in round brackets is not essential to score the mark.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- determine the mark from the mark range associated with that level, judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of students after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Students are **not** necessarily required to respond to all the bullet points in order to reach Level 5 or Level 4, but they should cover a sufficient range of material to answer the central aspects of the question.

QUALITY OF WRITTEN COMMUNICATION

The Quality of Written Communication will be taken into account in all questions worth 10 or more marks. This will include the student's ability

- to communicate clearly, ensuring that text is legible and that spelling, punctuation and grammar are accurate
- to select and use an appropriate form and style of writing, and
- to organise information clearly and coherently, using specialist vocabulary when appropriate.

LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

Level 4	Demonstrates <ul style="list-style-type: none">• accurate and relevant knowledge covering central aspects of the question• clear understanding of central aspects of the question• ability to put forward an argument which for the most part has an analytical and/or evaluative focus appropriate to the question and uses knowledge to support opinion• ability generally to use specialist vocabulary when appropriate.	8-10
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to use specialist vocabulary when appropriate.	5-7
Level 2	Demonstrates either <ul style="list-style-type: none">• a range of accurate and relevant knowledge or <ul style="list-style-type: none">• some relevant opinions with inadequate accurate knowledge to support them.	3-4
Level 1	Demonstrates either <ul style="list-style-type: none">• some patchy accurate and relevant knowledge or <ul style="list-style-type: none">• an occasional attempt to make a relevant comment with no accurate knowledge to support it.	1-2

LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

Level 5	Demonstrates <ul style="list-style-type: none">• well chosen accurate and relevant knowledge covering most of the central aspects of the question• coherent understanding of the central aspects of the question• ability to sustain an argument which<ul style="list-style-type: none">has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, effectively links comment to detail, has a clear structurereaches a reasoned conclusionis clear and coherent, using appropriate, accurate language andmakes use of specialist vocabulary when appropriate.	19-20
Level 4	Demonstrates <ul style="list-style-type: none">• generally adequate accurate and relevant knowledge covering many of the central aspects of the question• understanding of many of the central aspects of the question• ability to develop an argument which<ul style="list-style-type: none">has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail andhas a discernible structureis generally clear and coherent, using appropriate, generally accurate language andgenerally makes use of specialist vocabulary when appropriate.	14-18
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	9-13
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	5-8
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-4

LEVELS OF RESPONSE FOR QUESTIONS WORTH 40 MARKS

These essays form the **synoptic assessment**. Therefore, the descriptors below take into account the requirement in the Subject Criteria for Classics and Specification that students should, in a **comparative** analysis, **draw together** their knowledge and skills to demonstrate understanding of the **links** between central elements of study in the context of the cultural, religious, social and political **values** of the classical world.

- | | | |
|----------------|--|--------------|
| Level 5 | <p>Demonstrates</p> <ul style="list-style-type: none"> • well chosen accurate and relevant knowledge from different sources which thoroughly covers the central aspects of the question • coherent and perceptive understanding of the links between the central aspects of the question and the values of the classical world • ability to sustain an argument which <ul style="list-style-type: none"> is explicitly comparative, has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, fluently links comment to detail, has a clear and logical structure reaches a reasoned conclusion is clear and coherent, using appropriate, accurate language and makes use of specialist vocabulary when appropriate. | 37-40 |
| Level 4 | <p>Demonstrates</p> <ul style="list-style-type: none"> • generally adequate accurate and relevant knowledge from different sources which covers many of the central aspects of the question • sound understanding of many of the central aspects of the question, including the values implicit in the material under discussion • ability to develop an argument which <ul style="list-style-type: none"> makes connections and comparisons, has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail and has a discernible structure is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate. | 27-36 |

Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge from different sources• some understanding of some aspects of the question, including some awareness of classical values• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	17-26
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	8-16
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-7

Mark Scheme
Unit 4D Tiberius and Claudius

Section 1

Option A

- 01** *Previously Tiberius had asked the senate to discuss provincial petitions. Give five details of what happened.*

FIVE from: Cities were asked to submit charters / representatives (for investigation) (1) to Rome (1) some cities abandoned (unfounded) claims (1) many (some) persisted (1) because of ancient myths / services to Rome (1) senate investigating privileges granted by ancestors (1) treaties with allies (1) edicts of kings (1) divine cults (1) senate given freedom on action to take / to confirm / amend (1) name of **one** particular example e.g. Ephesians, Magnesians, Aphrodisias, Smyrna (1) senate referred cases to consuls (1) told to investigate or report back (1) etc.

(5 marks)

- 02** *How vividly does Tacitus present the trial and sentencing of Silanus as ‘persecution’ (line 1)?*

Points might include the following:

- high profile prosecution by ex-consul, praetor and aedile
- seriousness of charge (against divinity and majesty of emperor), much more serious than original charge of extortion
- contrast between historical precedents, e.g. Cato, and current accusers, who are less glorious
- vivid portrayal of prosecutors
- Scaurus (current) / Scaurus (ancestor) contrast
- Otho disparaged as keeping a school
- Brutteditius Niger spoiling his promise through impatience
- sense of persecution by addition of two more accusers from Silanus’ staff in Asia, who are accomplished speakers
- portrayal of Silanus as alone and frightened
- senatorial opposition in contrast as formidable
- portrait of Tiberius as menacing and persistent in his questioning – able to intervene at any point (see below)
- Silanus’ slaves sold to Treasury so they could be tortured
- Silanus’ friends silenced
- abandonment of defence by Silanus
- Silanus’ letter to Tiberius prompting Tiberius to have read aloud Augustus’ letter and senate’s decree in similar case
- Piso’s advice, after long eulogy to Tiberius, to exile Silanus to island of Gyarus (an unpleasant place)
- debate
- involving Dolabella’s denunciation of Silanus with emphasis on pre-emptive action
- rebuffed by Tiberius, who makes point that the law is concerned with what has been done and not with what might be done
- Tacitus’ comment that this enlightened discussion by Tiberius was not typical of him
- Tiberius decides to exile Silanus to Cynthos after plea by Silanus’ sister, priest of Vesta, etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

03 How bad do you think Tiberius' relationship with the senate actually was during his rule?

Points might include the following:

- reliability of Tacitus and Suetonius – access to imperial archives
- coloured by bias – e.g. showing servility of senate and tyrannical behaviour of Tiberius
- difficult for Tiberius to shake off Augustan inheritance of controlled senate
- encouragement of senate to make own decisions
- but senate not always able to respond as Tiberius wished
- Tiberius intervening in senate, e.g. Silanus' trial
- and senate never knowing how Tiberius will behave or react
- leading to tendency for senate to become sycophantic
- respect shown by Tiberius refusing honours and following traditional behaviour in senate
- diplomatic in taking consulship only three times
- powers for Drusus and Germanicus obtained through senate
- widening powers of senate by giving them election of magistrates and wider judicial powers e.g. *maiestas* trials
- helping senators financially, e.g. sons of Hortalus
- selecting senators on important commissions
- magistrates able to maintain prestige, as Tacitus acknowledges
- rule of law maintained
- effect of absences later in his rule etc.

Apply Levels of Response at beginning of Mark Scheme

(20 marks)

Option B**04 At the start of his life of Claudius, what information does Suetonius give about Claudius' father and his achievements? Give five details.**

ANY FIVE from: Augustus possibly his father (1) Livia his mother (1) command against Raeti (1) command against Germans (1) quaestor (1) praetor (1) first Roman general to sail on Ocean (1) made canals over Rhine (1) won ovation / triumphal insignia (1) consul (1) on death honoured with cenotaph (1) and arch on Via Appia (1) Germanicus given as title to descendants (1) (when alive) strove for *spolia opima* on battlefield (1) given public funeral (1) and eulogy by Augustus (1) inscription on tomb (1) and biography by Augustus (1) republican beliefs (1) married to Antonia (1) successful in Germany (1) born 3 months after Augustus married Livia (1) died on campaign (1) considered as heir to Augustus (1) allegedly poisoned (1) procession by soldiers each year (in his honour) (1) Augustus' prayers that youngsters would be like Drusus (1) several children (with Antonia) (1) three surviving children (1) etc.
(5 marks)

05 Judging from Suetonius' Claudius, how significant do you think Claudius' achievements were before he became emperor?

The degree of significance is open to discussion. Details might include **some** of the following:

- evidence mainly from Suetonius – how trustworthy?
- handicapped by physical disabilities from birth, preventing acquisition of some skills
- supervised by tutor in private, therefore limited development of social skills
- appearances in public making him look odd (muffled in a mantle) in a society where public display mattered
- but worked hard at literature and had achievements but not enough to allow him a public life as would have been usual
- mother, grandmother and sister all mocked him as monster – must have had some effect
- but modern attitudes to disability did not apply: weakness was frowned on and public appearances mattered
- Augustus' attitude less harsh, e.g. prepared to give him a chance, even in public, but only if he could show control and Augustus aware of need for good public presence, e.g. not allowing him to attend Circus, where he could be seen by all
- Augustus' concern to give him role models and to praise him despite speech defect, for oratory (in private)
- but Claudius not given public honours apart from seat in college of augurs, influencing later attitude
- given less than others in Augustus' will, reflecting attitudes towards him
- insignia given by Tiberius, who also insulted him by sending money for trinkets as if still a child, prompting Claudius to opt out of public career
- 'idle' life with bad influences
- but chosen by equites as their representative to the consuls twice – showing perhaps some recognition of his ability
- treated well in some respects by senate, e.g. made member of Augustan priesthood
- but Tiberius vetoed senate's offer that he could address them, showing depth of prejudice against him as being disabled
- used by Caligula to gain popularity, e.g. two consulships
- but also abused, e.g. at dinner
- also insulted in more dangerous situations, e.g. Caligula assaulting him after job was given by senate
- liable to humiliation generally

- not emperor till fifty years of age, so achievements in public sphere not made, but he had found ways to survive etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

06 Suetonius calls Claudius ‘dull-witted’. How far, in your opinion, does this description apply to Claudius after he became emperor?

Points might include the following:

possibly not dull-witted:

- immediate action to secure position on accession in apparently odd circumstances
- relations with senate – tried to have working relationship
- seizing opportunity to gain glory for conquest of Britain
- other foreign policy action, e.g. Thrace
- public works, e.g. Ostia
- employment of talented freedmen in his administration
- voluminous writings, mentioned by Suetonius

possibly dull-witted

- poor judgement over Messalina
- less effective over time
- manipulated by Agrippina
- at mercy of powerful freedmen
- criticized by Suetonius for showing disabilities in public etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

- 07** *In maintaining their power, how important was it for Tiberius and Claudius to have the support of the ordinary people of Rome, Italy and the provinces and how important were other considerations?*

As this is a synoptic essay, students should consider several possible angles in balanced discussion leading to a logical conclusion. First it is necessary to decide who constituted the 'ordinary people'. There should also be consideration of Tacitus and Suetonius.

Points might include the following:

Claudius

- family name and connections
- buying off of Praetorian Guard after execution of Cassius Chaerea
- fluctuating relationship with senate (e.g. movement for restoration of republic, opposition to some of his legislation, e.g. senatorial status for Gauls, resentment at influence of freedmen, attempts to create working relationship etc.)
- popularity and power / status from annexation of Britain
- other foreign policy successes
- popularity with people, e.g. public works and spectacles, but blame when grain supply faltered
- effect of behaviour of Messalina and Agrippina
- bias of Tacitus and Suetonius etc.

Tiberius

- reluctance to provide spectacles for people
- reclusive tendencies emerging, especially in second half of his rule and withdrawal to Capri
- military accomplishments earlier in his career
- reluctance to push his image in provinces (e.g. Gythium inscription)
- other considerations including Tiberius' help to individual senators and their families
- bias of Tacitus and Suetonius etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

- 08** *What are the advantages and disadvantages of the different ways in which Tacitus and Suetonius select and organise their material? Refer to the reigns of both Tiberius and Claudius.*

In this synoptic essay it is necessary to show understanding of the genres of history-writing and biography in the Roman context through discussing how each writer selected and organised his material.

Advantages and disadvantages might include the following:

Tacitus:

- chronology as framework useful but with constraints

- concentration on military campaigns – advantages and limitations
- emphasis on relationship between emperors and senate
- emphasis on politics, rather than e.g. social and economic aspects
- few biographical details
- possible bias
- access to archives
- less room for anecdotes etc.

Suetonius:

- formulaic approach useful in giving structure but possibly limiting too
- plenty of anecdotes – strengths and weaknesses of this type of evidence
- chronology limited
- emphasis on character
- less on military campaigns, more on domestic front
- possible bias
- access to archives etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Assessment Objectives Grid
Unit 4D Tiberius and Claudius

Section 1

Either
Option A

	AO1	AO2	TOTAL
01	5		5
02	4	6	10
03	8	12	20
TOTAL	17	18	35

Or
Option B

	AO1	AO2	TOTAL
04	5		5
05	4	6	10
06	8	12	20
TOTAL	17	18	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
07	16	24	40
TOTAL	16	24	40

Or
Option D

	AO1	AO2	TOTAL
08	16	24	40
TOTAL	16	24	40

OVERALL

	AO1	AO2	TOTAL
TOTAL	33	42	75
%	44%	56%	100%

UMS conversion calculator www.aqa.org.uk/umsconversion