

A-LEVEL

Classical Civilisation

Unit 4D Tiberius and Claudius

Mark scheme

2020

June 2016

Version: 1.0 Final

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

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.

Further copies of this mark scheme are available from aqa.org.uk

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	<p>Demonstrates</p> <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 structure reaches a reasoned conclusion is clear and coherent, using appropriate, accurate language and makes use of specialist vocabulary when appropriate. 	19-20
Level 4	<p>Demonstrates</p> <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 and has a discernible structure is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate. 	14-18
Level 3	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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 Demonstrates

- 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
 - 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 Demonstrates

- 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
 - 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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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

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Unit 4D Tiberius and Claudius**Section 1****Option A**

0 1 Give two other events that happened in 17 AD.

[2 marks]

Earthquake in Asia [1] Tiberius handing over money gained by intestacy/bequests to needy family members (Aemilia Musa, Pantuleius) [1] removed from Senate those who were ineligible through extravagance or misbehaviour [1] treason law not upheld for insulting remarks about his mother and Augustus [1] dispute between Senate and Germanicus and Drusus over the appointment of a praetor (following the death of Vipstanus Gallus) [1] Capadocia incorporated into the empire etc [1] Germanicus' triumph over the Germanic tribes [1] Tiberius distributes 300 sest. to populace [1] Germanicus gains maius imperium by senate [1] Piso sent to Syria [1] Drusus sent to Illyricum [1].

0 2 From whom had Tacfarinas learnt his military skills?

[1 mark]

The Roman army (as an auxiliary)

0 3 What difficulties occurred in the appointment of a new Roman commander? Make two points.

[2 marks]

It was a senatorial province [1] but the senate wished the emperor to decide [1] Tiberius gave them two suggestions [1] but one withdrew as his opponent was [1] (Quintus Junius Blaesus / uncle of Sejanus [1])

0 4 How effectively did Tiberius respond to the Gallic rebellion of 21 AD? Support your answer by referring to Tacitus.

[10 marks]

Answers might include some but not all of the following points:

- Gallic rebellion in 21 AD on account of debts, and the cruelty of governors
- rebellion of Treviri ended swiftly but Aedui more formidable
- rumours reached fever pitch in Rome and Tiberius criticised for continuing with Treason Trials
- Tiberius remained calm either knowing it was exaggerated or putting on a show
- Aeduan commander, Sacrovir stirs up anger amongst tribe but the Roman commander, Silius, keeps his cool and routs the rebels
- Tiberius announces the beginning and end of the rebellion to the Senate, explaining his policy of not leaving centre of government to deal with disturbances but dealing with the whole empire.

Apply Levels of Response at beginning of Mark Scheme.

0 5

‘Tiberius was strong when commanding an army but less effective when running a government.’

To what extent do you agree? Support your answer by referring to Tacitus and Suetonius.

[20 marks]

Answers might include some but not all of the following points.

As a commander:

- (Had fought in campaigns widely – Germany, Spain, and the East)
- following death of Lucius (2 AD) and return from Rhodes he lived as a private citizen
- 4 AD given task of pacifying Germany, and quelling Illyrian revolt which was hard fought
- following the Varian disaster he began to be more strict in his treatment of the army and less autocratic (?). Was setting off to Illyricum again when Augustus died
- he understood the need to keep the loyalty of the army and made sure to send his sons – Drusus and Germanicus - to trouble spots
- he was keen to enforce the law after his accession.

As a ruler:

- his behaviour when he assumed the principate was hesitant and excessively courteous, a plain speaker
- his public policies tended toward parsimony and he retreated to Capri seemingly to escape the affairs of the City
- he was diplomatic in dealing with the Gallic rebellion when he left it to the governor and only seemed to think about going out after it was all over
- he was suspicious of flatterers and seemed to prefer plain speaking – cf his apology for using a Greek word rather than Latin
- he allowed Sejanus to accrue too much power.

But:

- he was prepared to ‘bend’ the law when convenient (bequests etc)
- he was moderate in his initial dealings with the Senate
- when he decided to be rid of Sejanus he did it with ruthless efficiency
- Tacitus seems to suggest that he was adept at leading people he disliked into transgression (eg Libo, his dealings with Piso etc).

Apply Levels of Response at beginning of Mark Scheme.

Option B

- 0 6** What event ended ‘Claudius’ ignorance of his own domestic affairs’?
Make two points. [2 marks]

Messalina (became so confident that she) went through a marriage ceremony/public affair [1] with Gaius Silius/consul designate [1] Narcissus told him [1] via (two) mistresses/Calpurnia [1].

- 0 7** Give the names of the two children Claudius had with Messalina. [2 marks]

Britannicus [1] Octavia [1].

- 0 8** To whom was Claudius’ daughter by Messalina later married? [1 mark]

Nero [1].

- 0 9** ‘Claudius was too trusting of his wives.’
To what extent do you agree? Support your answer by referring to Tacitus and Suetonius. [10 marks]

Students may discuss some though not necessarily all of the following points:

- an invalid brought up largely by women - Antonia and his grandmother, Livia
- according to Suetonius he was very fond of women and he married again quickly after each marriage ended
- according to Suetonius he let Messalina ruin the careers of some people for frivolous reasons eg Mnester, Asiaticus, as well as allowing her to dictate some affairs of state – letters of appointment, edicts etc
- Suetonius talks, with disbelief, of Claudius signing Messalina and Silius’ marriage contract on the understanding it was a sham
- Suetonius makes Claudius the prime mover in the fall of Messalina, whereas Tacitus ascribes it all to the freedmen and shows Claudius to be less proactive
- marriage to Agrippina – Suetonius suggests she enticed him to gain power and influence for herself and her son.

But:

- the influence of the freedmen was equal to that of women
- Claudius was probably in no real danger from Messalina’s dalliances
- Messalina was disposed of eventually and the adoption of Nero made political sense in an uncertain climate (Augustus and Tiberius had kept their options open for heirs)
- the idea that Claudius could be swayed by a dream is unlikely and Tacitus seems to suggest this.

Apply Levels of Response at beginning of Mark Scheme.

1	0
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‘Claudius was much more popular with the poor than with the upper classes of Rome.’

To what extent do you agree? Support your answer by referring to Tacitus and Suetonius.

[20 marks]

Answers might include some but not all of the following points:

- the people liked his family connections to Augustus
- hailed as ‘Germanicus’ brother’ at games during Gaius’ rule
- displayed family devotion (‘By Augustus’ as his oath of choice)
- decreeing divine honours for Livia was popular
- enjoyed games and set up annual Circus games in honour of his father
- frequent largesse, numerous public shows and Saecular Games
- informal behaviour at games and personal interest in events in Rome eg lodging near seat of fire in Rome to supervise
- public works not numerous but significant – draining of Fucine Lake, harbour at Ostia, water supply, grain supply
- apologised for not offering seats to tribunes at trial
- his marriage to Agrippina was popular as she was the daughter of Germanicus.

But:

- several attempts on his life and a short-lived rebellion (Suet 13)
- erratic behaviour in court brought contempt from upper class
- pelted with curses and crusts of bread after a series of droughts
- incident on Campus Martius where gladiators refused to fight and he threatened to send in the army
- distribution of public offices at behest of wives and freedmen
- execution of 35 senators and 300 equites.

Apply Levels of Response at beginning of Mark Scheme.

Section 2**Option C**

1	1
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‘Tacitus and Suetonius were more concerned to make moral judgements than to provide an accurate and coherent narrative of the principates of Tiberius and Claudius.’

To what extent do you agree? Support your answer by referring to both Tacitus and Suetonius.

[40 marks]

An invitation to discuss the approach that the authors take to their work, supported by a range of examples from both lives which will support a balanced argument.

Tacitus:

- prejudice against the principate; claims impartiality as regards Tiberius
- possible desire to see the bad in the holders of the office
- desire to show the effect that power has on a sole ruler
- concentration on policies in Rome and military matters limiting balance?
- moral purpose of his work - decline and disaster due to vice
- epic, tragic nature of his writing and the extent to which he had access imperial documents or first hand accounts
- Tacitus’ personal interests in Asia (former governor) and Germany (monograph)
- his damning “asides” (sententiae)
- difference between his portrayal of Tiberius and Claudius
- chronological structure.

Suetonius:

- biography a different art form, more anecdotal
- argues against received opinion eg Tiberius 21 where he claims Augustus actually liking Tiberius
- excludes all that does not pertain to his subject so the focus could be said to be limited
- the extent to which Suetonius built on Tacitus’ narrative and had access to imperial documents which gives him credibility
- dramatic narrative but not chronological, making his work unlike history and difficult to follow as a narrative, writing at length on some set pieces eg Claudius’ accession
- an encomium of qualities categorised rather than told in historical sequence
- aiming at an evaluation of success or failure and measuring his subject against an ideal?
- a goldmine of information often ignored by historians – useful for cultural and social historians, but he assumes a degree of knowledge by his readers of the events he covers.

Apply Levels of Response at beginning of Mark Scheme.

Option D

1	2
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‘Claudius’ attempts to work with the Senate were more genuine than those of Tiberius.’

To what extent do you agree? Support your answer by referring to both Tacitus and Suetonius.

[40 marks]

Students should aim to use a range of examples from across the set texts to come to a balanced conclusion.

Tiberius:

- hesitancy towards Senate on his accession, only held three consulships etc
- requested the Senate to give him “any part in the government you please” (Suetonius 25)
- abolished the consilium formed under Augustus which prepared business for the Senate
- referred to the Senators as ‘men fit to be slaves’ on account of their sycophancy (Annals 3.65)
- claimed he regarded himself as servant of the Senate (Suetonius 29)
- occasion (Suetonius 31) where he sided with the minority and there was no move for the Senate to change their view
- he left a great deal of business to the magistrates and the processes of law and gave due respect to the consuls (Suetonius 31)
- appointment of procurators from the ranks of the equites
- delegation of power to Sejanus?

Claudius:

- displayed excessive courtesy to Senate possibly as a result of the irregularity of his accession
- asked permission of Senate for – recall of exiles, bringing military tribunes into the Curia, ratifying judicial decisions of his procurators
- asked consuls’ leave to hold markets on his own private land/stood and applauded state officials when they gave games
- assumed office of censor giving him power over who was in the Senate
- attempts to overhaul the membership of the Senate by allowing provincials to be included
- referred all public business to the Senate (Suetonius 30)
- Claudius was known to scold senators for not giving their opinions freely but without a constitution how could they know the limits of what they could or couldn’t do?
- the constant presence of the Praetorians would have limited what the Senate felt able to do
- increased use of freedmen, procurators etc.
- senate annoyed at the accession of Claudius as they were hoping to restore the republic.

Apply Levels of Response at beginning of Mark Scheme.

Assessment Objectives Grid
Unit CIV4D Tiberius and Claudius

Section 1

Either
Option A

	AO1	AO2	TOTAL
01	02		02
02	01		01
03	02		02
04	4	6	10
05	8	12	20
TOTAL	17	18	35

or
Option B

	AO1	AO2	TOTAL
06	02		02
07	02		02
08	01		01
09	4	6	10
10	8	12	20
TOTAL	17	18	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
11	16	24	40
TOTAL	16	24	40

or
Option D

	AO1	AO2	TOTAL
12	16	24	40
TOTAL	16	24	40

Overall

	AO1	AO2	TOTAL
TOTAL	33	42	75

%	44%	56%	100%
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