



**General Certificate of Education
June 2010**

Classical Civilisation

CIV4D

Tiberius and Claudius

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 candidates' 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 candidates' 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 candidates' 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 candidate 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 candidates after two years of study on the A Level course and in the time available in the examination.

Candidates 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 candidate'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• 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	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 that the Subject Criteria for Classics and Specification that candidates 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 covering most of the central aspects of the question • coherent 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 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	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 ONE

Option A

01 Who was Drusus?

Son of Tiberius (1)

(1 mark)

02 What does Tacitus mean by ‘this conferment on Drusus’?

Award of tribunate / tribunician power (1)

(1 mark)

03 What were the functions of the senate? Make three points.

THREE from: chief council of state / advising emperor (1) made valid decrees (*senatus consulta*) (1) albeit following emperor’s lead (1) for example decrees on maintenance of public order / inheritance (1) judicial functions (1) including regulation of own members / e.g. prosecutions for extortion (1) provided governors (proconsuls) for senatorial provinces (1) theoretically giving acknowledgement of emperor’s legitimacy (1) by formally conferring powers / honours on new emperors / members of emperor’s family (1).

(3 marks)

04 How significant was Drusus to Tiberius’ principate?

Points on Drusus’ significance might include the following:

- status as Tiberius’ (emperor’s) son
- status as member of Augustus’ family on Tiberius’ adoption by Augustus in AD 4
- status through marriage to Livilla, Germanicus’ sister
- successful leadership and service to empire and Tiberius through suppression of Pannonian legions’ mutiny after death of Augustus (AD 14)
- status of consulship in AD 15 and again in AD 21
- military success in Illyricum (AD 17-20)
- award of *ovatio*
- good relationship with Germanicus
- most likely successor to Tiberius after Germanicus’ death (AD 19)
- tribunician power awarded in AD 22
- popularity
- death (AD 23) forcing Tiberius to look elsewhere for successor
- would have been more significant if he had lived to fulfil potential and investment in him etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

05 How far was the senate able to exercise real power during Tiberius' reign?

Points on how far the senate was able to exercise power might include the following:

- Tiberius inheriting a situation from Augustus, who had limited the senate's powers and determined its composition so that he was able to manipulate supreme power
- Suetonius' view that Tiberius was slow to accept principate and presented himself to the senate as their servant – while he had real power
- Tacitus' view on servility of senate and growing tyranny of Tiberius in a distorted relationship
- problem of traditional organ of government, the senate, working with a leader holding superior power
- therefore, necessary to judge any power senate had in conjunction with powers held by princeps
- freeing up of consulship for senators by limited use of office by Tiberius – this and some following examples may show superficial power wielded, Tiberius holding superior power
- adherence of Tiberius to senatorial procedures
- powers given to Drusus and Germanicus through senate
- election of magistrates transferred to senate
- enlarged judicial functions
- delegation of some decisions to senate
- lost some powers
- ran treason trials, some interventions by Tiberius
- effect of Sejanus etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

06 Give three examples of actions taken by Claudius, according to Suetonius, as a result of the 'influence' of his freedmen.

THREE from: distributing public offices (1) army commands (1) pardons (1) punishments (1) revoking of grants (1) cancellation of edicts (1) replacement of letters of appointment (1) amendment of letters of appointment (1) executions (1) e.g. executions of Appius Silanus / father-in-law / two Julias / Drusus' daughter / Germanicus' daughter (1) stabbing of Gnaeus Pompeius (1) resignation of Lucius Silanus from praetorship / suicide (1) execution of 35 senators (1) Narcissus taking control of Praetorian Guard for one day (1) Narcissus alerting Claudius indirectly about Messalina's marriage to Silius (1) Execution of Messalina (1) Marriage to Agrippina (1).

(3 marks)

07 What was a freedman?

Freed slave / ex-slave / but in early Republic free born son of a freed slave (see Suetonius, *Claudius*, 24)

(1 mark)

08 Give the name of one of Claudius' freedmen.

ONE from: Pallas, Narcissus, Polybius, Harpocras, Felix, Posides.

(1 mark)

09 To what extent did Messalina and Agrippina exert influence over Claudius?

Points might include the following:

- Messalina's influence through bearing two children, Britannicus and Octavia; through holding court in the royal household openly and lavishly, using position as Claudius' wife; through playing on Claudius' fears of conspiracy; going too far with marriage to Silius and being put to death, showing limits of influence
- Agrippina's influence through family connections; through using marriage to foster power and influence, culminating in marriage to Claudius on death of Messalina; through becoming Claudius' wife; as mother of Nero, whose interests she pursued ruthlessly; on coins
- views of Tacitus and Suetonius on wives' influence over 'weak' Claudius
- public career denied to women who, therefore, looked for available means of gaining influence
- only influential to a point etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

10 'Freedmen upset the balance of power between the emperor and the senate during Claudius' reign.' How far do you agree with this opinion?

Importance of freedmen might be seen in terms of the following:

- wide range of jobs needed to be done
- therefore, wide range of freedmen (e.g. see Suetonius' list)
- particular roles: Narcissus, secretarial; Pallas, financial; Callistus, petitions; Polybius, librarian
- participation in lobbying for successor to Messalina as Claudius' wife
- Narcissus' several roles, including quelling of mutiny, discovering and punishing Messalina and Silius, rewarded with honorary quaestorship
- increasing importance over time as they gained experience
- loyal to Claudius
- more reliable than senate
- but were they important enough to hold balance of power?
- how much was there a balance of power between Claudius and senate?etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

Option C

- 11 ***‘Claudius was more successful in dealing with the provinces and frontiers than Tiberius.’***

How far do you agree with this statement? Support your answer by reference to both Tacitus and Suetonius.

In this synoptic question it is open to discussion which of the two was the more successful.

Points on Tiberius might include:

- Tiberius’ adherence to limits set by Augustus
- but changes in the East: through deaths of client-kings Cappadocia, Commagene and Cilicia into provinces
- installation of client-kings in Armenia
- actions of Vitellius in Armenia and Judaea
- good choice of governors of provinces, e.g. Vitellius
- maintenance of Rhine – Danube frontier
- Achaea/Macedonia/Moesia streamlined into one province
- action in Thrace, including setting up of new client-king
- crushing of revolt in Gaul under Silius
- defeat of Tacfarinas to stabilise Africa
- aid to Asia after earthquake etc.

Points on Claudius might include:

- expansionist policy with addition of 5 new provinces: Britain, Thrace, Lycia, Mauretania (two Caesariensis and Tingitana)
- partly from policy of direct rule, partly dictated by previous events (e.g. revolt in Mauretania under Gaius)
- successful choice of leaders, e.g. Aulus Plautius in Britain
- use of client-kings, e.g. in Britain but establishment of veterans’ colony at Camulodunum building up trouble for later
- Rhine frontier kept
- changing administration of Judaea, initially with Herod Agrippa as king but on death as province
- Armenian situation contained but not solved as new king of Parthia, Vologeses I emerged
- policy of granting widespread citizenship, e.g. colonies in Britain, Mauretania etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

12 ‘Suetonius’ approach to writing biography gives greater insight into character and motivation than Tacitus’ approach to writing history.’ To what extent do you consider this statement is true for the reigns of Tiberius and Claudius?

This is an open question designed to elicit synoptic responses. Points on Tacitus might include:

- many sections lost, e.g. on Gaius’ reign between Tiberius and Claudius, so we have partial view
- written after events described but still within an imperial system; therefore, e.g. motivation coloured by later emperors
- Tacitus, as being of senatorial rank, having access to e.g. *acta senatus*, but these not giving motivation or character, therefore scope for Tacitus to build interpretations, but perhaps limited scope
- claim to write without bias (*Annals*, 1.1) needs to be tested, e.g. in portrayal of character (e.g. portrait of Tiberius, Claudius and imperial women)
- also able to consult earlier writers, e.g. Corbulo, therefore evidence on which to build interpretations of motivation and character
- annalistic approach with emphasis on the military and political very useful in some respects, less in others (e.g. perhaps less useful for character than motivation)
- moralistic view of a historian’s duty to record merit and ‘confront evil deeds’ (3.65).

Points on Suetonius might include:

- his biographies are complete, so we have plenty to go on, e.g. comparisons between portrayals of emperors, particularly Tiberius and Claudius
- written after events and people recorded but still within imperial system, so Suetonius’ views influenced
- access to archives as in employment of emperor – how much evidence for motivation and/or character?
- aims biographical with emphasis on subject (i.e. area of character) rather than military and political, although very useful on these too, especially in conjunction with Tacitus’ account
- formulaic and thematic approach, e.g. starting with family background and early life and ending with character and physical appearance, this approach lending itself to depth of insight on character
- some emphasis on anecdotes but with references to actual documents in places (e.g. Augustus’ letter about Claudius), perhaps with insights into motivation.

Weighing up of the one writer against the other needed, e.g. in terms of overall insights, for example Tacitus and military historiography of Tacitus having one set of strengths and weaknesses, e.g. giving indispensable framework of events (perhaps with some emphasis on motivation in certain areas), and the biographies of Suetonius being relatively limited in areas where Tacitus is strong but giving a wider view e.g. on the relationship between emperor and his people and on character in general etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Assessment Objectives Grid
Unit 4D Tiberius and Claudius

SECTION ONE

Either
 Option A

	AO1	AO2	TOTAL
01	1		1
02	1		1
03	3		3
04	4	6	10
05	8	12	20
TOTAL	17	18	35

Or
 Option B

	AO1	AO2	TOTAL
06	3		3
07	1		1
08	1		1
09	4	6	10
10	8	12	20
TOTAL	17	18	35

SECTION TWO

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%

