
A-LEVEL

Classical Civilisation

CIV4D Tiberius and Claudius

Mark scheme

2020

June 2015

Version 1.0: V1 Final Mark Scheme

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	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 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 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	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** 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

Unit 4D Tiberius and Claudius

Section 1

Option A

01 Give two offices that Sejanus held.

(Sole) Prefect of the Praetorian Guard from AD 14 (1), praetor (prior to AD 23) (1) consul (with Tiberius) (1).

[2 marks]

02 What does Suetonius state was 'required' of Sejanus with regard to the succession? Give two details.

To 'make away with Germanicus' children', (Nero and Drusus) (1) and ensure the succession of Tiberius' grandson, Drusus (1).

[2 marks]

03 In what year did Sejanus die?

AD 31

[1 mark]

04 To what extent had Sejanus been a threat to Tiberius?

Answers may include a range of, but not necessarily all of, the following:

- he was ambitious
- he was long-term leader of the Praetorian Guard and therefore powerful (his father had been in charge Praetorian Guard so there was long connection)
- he had concentrated the Guard in one barracks just outside Rome rather than keeping them in scattered locations - leading to greater concentration of power?
- he was becoming too popular – statues being raised and his birthday publicly celebrated
- although formerly of equestrian rank he had held many high magistracies (praetor, consul) and had ambitions to marry/had married Tiberius' niece / daughter-in-law, Livilla
- he had been Tiberius' right-hand man, so knew secrets
- he seemed to have been in charge at Rome after Tiberius retired to Campania/Capri in AD 26
- Suetonius suggests he had been instrumental in arranging the deaths of Germanicus' children
- but he may have been the victim in the alleged (or actual) marriage to Livilla.
- Sejanus saves Tiberius from a rock fall – it was better for him to keep Tiberius alive.

Other points, well made and supported by the texts should be credited.

Apply Levels of Response at beginning of Mark Scheme.

[10 marks]

05 To what extent did Tiberius neglect his responsibilities after he went to Capri in AD 26? In your answer refer to Tacitus and Suetonius.

Points made may include some, but not necessarily all, of the following. Credit should be given for relevant points which do not appear here.

Possible reasons for his retreat:

- Tiberius had seemed reluctant to assume the complete, Augustan role on his accession which required active participation on the part of the 'princeps'
- he had form – had retreated to Rhodes in 6 BC until recalled in AD 2
- he was sensitive to gossip, was weary of the difficulties of rule.

Points suggesting that he kept his grip on the empire:

- he sent letters to the Senate (which he had often done anyway) and was clearly able to act decisively
- effective when he decided to finish off Sejanus in AD 31
- he continued to read the Proceedings of the Senate
- he preferred diplomacy to intervention and left the east to dynastic squabbles after death of Zeno in Armenia around AD 34
- arranged marriages for Germanicus' daughters / took on his son (Caligula)
- collapse of theatre at Fidenae AD 27 – he ensured aid to victims
- corn shortage / riots / financial crisis of AD 33 – Tiberius reproved Senate, and distributed money from treasury
- fire on Aventine Hill – defrayed costs.

Points suggesting that he lost his grip on the empire:

- Suetonius says that he let affairs of state slide – did not fill vacancies in the equestrian order, nor appoint military tribunes, nor consular officials, nor provincial governors (eg Spain and Syria)
- he allowed Sejanus to be unchecked with too much power / 'maiestas' trials?
- deaths of members of family? Paranoia?
- 'distractions' on Capri.
- Students should also consider the potential bias of the sources.

Since some of the points demonstrating his continued grip on the empire fall into chapters of Tacitus which are not on the set text but are covered, somewhat sparingly, by Suetonius, the majority of students may well argue for a lack of grip on the affairs of state. Students should be able to achieve the highest marks for this. However, if a student does include evidence from the passages of Tacitus which are outside the specification, they should be given credit.

Apply Levels of Response at beginning of Mark Scheme.

[20 marks]

Option B

06 What crime was Livilla accused of during Tiberius' principate?

Poisoning her husband / Drusus (1) (with Sejanus) / adultery (1).

[1 mark]

07 Which other two female relatives of Claudius also had a low opinion of him?

Antonia (his mother), (1) Livia (his grandmother) (1).

[2 marks]

08 According to the letters quoted by Suetonius, what did Augustus think of Claudius?

Two from: he was uncertain as to whether he was in command of his senses (1), he thought he was likely to make a fool of himself in public life (1), he was sorry for him (1) because when not wool-gathering he showed nobility of principle (1), although he talked confusedly (1) he could make speeches well (1).

[2 marks]

09 'Claudius' life before his accession provided him with little preparation for being princeps.'

To what extent do you agree?

Answers may include range of, but not necessarily all of, the following:

Claudius

- Little participation in public life in Rome – early childhood difficult, eg father died when he was a baby and he was troubled by illness so was physically weak.
- His family kept him out of public life because they were afraid of ridicule.
- Augustus considered him principled when he concentrated.
- Was kept from public or private career by family on account of physical and apparent mental problems (assumed 'toga virilis' at dead of night, carried in a closed litter).
- Tiberius refused his request for public office and sent him 'pocket-money'.
- 'Equites' twice voted for him to be their official representative to the consuls (for conveying Augustus' body to Rome and after Sejanus' fall).
- Senate voted to make him a member of an Augustan priesthood usually chosen by lot.
- Tiberius vetoed a decree to allow him to address the Senate, on the grounds of ill health.
- Seems to have been popular ('equites' rising and removing cloaks as mark of respect at games).
- Was listed in heirs of the third degree in Tiberius' will but did secure a commendation to the army, Senate and People of Rome.
- Became consul for two months in the reign of Gaius and drew lots for a second consulship that fell due in four years. (An eagle landed on his shoulder in the Forum on the first occasion he entered with the 'fasces'.)
- No military career until invasion of Britain in AD 43.
- Passed his time in reading and writing history, gambling and drunkenness but never lost the people's respect.

But

- He had spent his life close to the machinery of the empire.
- He had been able to observe how the emperor dealt with things.
- He had learnt the lessons of history.

Other points, well made and supported by the texts should be credited.

Apply Levels of Response at beginning of Mark Scheme.

[10 marks]

10 How far did women in the imperial household influence Claudius during his principate? In your answer refer to both Tacitus and Suetonius.

Points made may include some, but not necessarily all, of the following. Credit should be given for relevant points which do not appear here.

- He decreed posthumous divine honours for his grandmother, Livia, and that his mother, Antonia, be given the title 'Augusta'.
- His marriage to Messalina caused him to resolve on celibacy but he soon remarried; this time to his niece Agrippina. She exercised her privilege of 'kissing and caressing [him] to noticeable effect' (Suetonius).
- He distributed offices, army commands, pardons and punishments according to the wishes of his wives (and freedmen).
- He executed members of his own family – his father-in-law, Appius Silanus, the two Julias, daughters of Tiberius' son Drusus and Germanicus respectively etc.
- He was allegedly tricked into signing a marriage contract between Messalina and Silius under the impression that it was fiction and was transferring prophesied dangers to 'Messalina's husband' to someone else.
- Messalina tricked him into arresting Asiaticus and forced him and Poppaea Sabina to suicide.
- Suetonius says that 'everything he did throughout his reign [was] dictated by his wives (or freedmen)...'.
- Agrippina's efforts to bring Nero to the fore.
- (Agrippina sitting on a tribunal of equal height to Claudius' when Caractacus paid homage in Rome.)
- Suetonius' allegation that Agrippina poisoned Claudius with mushrooms.

But

- He may have been aware of being manipulated.
- He repented of marrying Agrippina and composed his Will but could proceed no further as Agrippina prevented him from doing anything with it.
- He commented that he was fated to marry wives who were 'unchaste but remained unchastened'.
- He feared for Britannicus' safety after his marriage to Agrippina and adoption of Nero, and tried to hasten his taking up of the *toga virilis*.

Credit plausible points supported by the texts.

Apply Levels of Response at beginning of Mark Scheme.

[20 marks]

Section 2**Option C****11 'Emperors paid more attention to Rome than to the empire as a whole.'**

To what extent is this statement more true of Tiberius than of Claudius? Refer to both Tacitus and Suetonius in your answer.

Answers should consider the actions of both Tiberius **and** Claudius and come to a reasoned conclusion supported by evidence from the text.

Answers may include range of, but not necessarily all of, the following.

Tiberius**In the empire as a whole:**

- wide military experience of the provinces before his accession, tended towards consolidation rather than expansion
- disciplined rebel foreign kings by threats but acted when necessary – Tacfarinas, Gaul
- Germanicus sent to Armenia to sort things out by diplomacy
- did not go personally to Gaul in AD 21 and was criticised for staying in Rome to deal with informers
- Drusus sent to Germany to sort out unrest in the legions in AD 14
- well aware of how to keep the provinces happy regarding taxation – 'a good shepherd shears his sheep but does not flay them.'
- remittance of tax to Sardis after earthquake
- frequently announced he would tour the provinces but never did.

In Rome:

- gathered the Praetorian Guard together in regular barracks and minimised banditry in the country by reducing the distance between military posts
- not particularly keen to leave legacy of building programme in Rome but undertook rebuilding and financing of repairs after fires on Caelian (AD 16) and Aventine Hills (AD 36)
- care taken to secure the corn supply to Rome
- Tiberius did not leave Rome during first two years of his principate
- disliked public entertainments on scale of Augustus or later 'principes' and reduced expenditure on them
- after the deaths of Germanicus and Drusus he retired to Campania and once he was on Capri he 'let affairs of state slide' (Suetonius).

Claudius**In the empire as a whole:**

- no military experience in the provinces but was born in Lugdunum
- undertook conquest of Britain to give himself some military presence
- travelled through Gaul and Alps en route to Britain
- annexed Thrace and various eastern provinces in first expansion of empire since Augustus
- admitted Gauls into Senate (Lyons tablet) and allowed Germans to sit with Parthian and Armenian envoys at games ie he tried to integrate provincials
- attempted transfer of Eleusinian Mysteries to Rome and abolished the Druidic cult

In Rome:

- personally active in the courts of Rome and in the Senate, sitting between the consuls or on the tribunes' bench
- his public works, though not numerous, were important (Suetonius)
- completed an aqueduct begun by Gaius
- drained Fucine Lake, building of Portus, light-house
- secured corn supply
- gave numerous magnificent entertainments and distributed largesse
- possibly more keen on stabilising position in Rome as had no background of public office and had come to power in a military coup.

Apply Levels of Response at beginning of Mark Scheme.

[40 marks]

Option D

**12 'Tacitus and Suetonius treat Claudius more sympathetically than they do Tiberius.'
To what extent do you agree?**

Answers may include range of, but not necessarily all of, the following.

Tiberius

- After his return from Rhodes he goes into retirement in Rome, attending to private affairs only.
- He spends a lot of time in the provinces on military business, in harsh conditions, and is very strict in his dealings with the army.
- He is voted the name Pannonicus but it is vetoed by Augustus on the grounds that he will gain glory when he succeeds as 'princeps'. Does this gain him our sympathy?
- He declines a triumph because of public mourning for Q Varus but is granted popular acclaim in a public ceremony.
- Two years later he celebrates his triumph and gives a banquet the proceeds of which finance public building.
- Augustus is said to have disliked his dour manner but appreciated his military know-how. Tacitus' account seems to show that Tiberius' style was unembellished (eg his report to the Senate on the Gallic revolt) which may not have endeared him to the people. He is described as 'characteristically cryptic'.
- On his accession he seems reluctant to exercise power and seems evasive which annoys the Senate.
- He was reluctant to hold public entertainments and had a hatred of flatterers.
- After his retirement, Suetonius relates numerous stories of personal depravity, miserliness and cruelty.
- He did not leave many public works behind him.
- Suetonius talks of his 'first hostile action against his family...' when he betrayed his brother, Drusus, and of his lack of pity for his wife, Julia, in her exile, and he relates stories of his cruelty in the treason trials but also states that Tiberius himself lived in a state of terror and reports a letter to the Senate in which he talks of the 'damnation' which he suffered, and later of the state of perpetual suspicion in which he lived.
- Tacitus presents Tiberius as deceptive and manipulative in the treason trials eg his treatment of Libo but he also reports Tiberius' personal gift to the sons of Hortalus.
- Tacitus suggests that Tiberius instructed Piso to keep Germanicus in check.

Claudius

- Claudius' early life was troubled by illness and the death of his father soon after his birth. He compensates for this by devoting himself to learning. He is described as tall and handsome but stumbling as he walked.
- Suetonius reports letters between Augustus and Livia on Claudius and the way he was passed over for public office and left out of family inheritances.
- On taking office under Gaius he was nearly killed by being thrown into a river.
- His accession is reported by Suetonius as ridiculous.
- His behaviour is reported as unpredictable and erratic both in the Senate and in court. He is described as 'scatter-brained' eg his behaviour after Messalina's death.
- He is seen as generous in terms of giving out largesse and public entertainments but ridiculous in the way they are done eg secular games. He leaves a legacy of public buildings.
- Several assassination attempts are reported.
- He is described as gluttonous for both food and drink.
- His regret at his failed marriages and the adoption of Nero.
- Tacitus' description of his lack of awareness of Messalina's activities.
- Claudius' behaviour when Messalina's marriage to Silius is discovered ("Am I still emperor?") and the way he lets Narcissus take control.
- Claudius' seeming lack of concern after her death.

Students should consider both emperors and come to a reasoned conclusion supported by the evidence in the texts.

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	2	-	2
02	2	-	2
03	1	-	1
04	4	6	10
05	8	12	20
TOTAL	17	18	35

Or
Option B

	AO1	AO2	TOTAL
06	1	-	1
07	2	-	2
08	2		2
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%