



version 1.1

General Certificate of Education

Classical Civilisation 2020

CIV4A Socrates and Athens

Mark Scheme

Specimen mark scheme for examinations in June 2010 onwards
This mark scheme uses the [new numbering system](#)

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

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 Advanced course and in the time available in the examination.

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• the 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 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 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 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** 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** Demonstrates
- 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
- **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
- **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
CIV4A Socrates and Athens

SECTION ONE

Option A

0 | 1

THREE of: Socrates serving on Council (1) his tribe (Antiochis) presiding (1) ten commanders who had failed to rescue men (1) tried *en bloc* illegally (1) Socrates alone voted against proposal (1) (3 marks)

0 | 2

It was his duty to act according to justice (1) not to support a wrong proposal through fear of punishment/death (1) (2 marks)

0 | 3

He has been subject to divine/supernatural experience in the form of a voice from early childhood, which always dissuades him from a particular intended action, never persuades. This has saved him from death, as anyone who opposes state policy must die. Therefore, anyone who intends to promote justice must confine himself to a private role.

Possible points on how convincing this defence is include

- Socrates consistently argues an ethical stance
- the logic of his arguments separating his own ethically driven behaviour as an individual from collective decision making
- the whole question of how the individual should act in relation to the (democratic) state
- on the other hand, some possible inconsistency in that Socrates has participated in democratic procedures, even if he has taken a particular stance
- the nature of public life in Athens for men, including talking in the *agora*, something he participates in, which could be seen as part of the fabric of democracy etc.

Apply Levels of Response at beginning of Mark Scheme. (10 marks)

0 | 4

Should refer to Socrates' views on death, especially as set out in *Apology* 40a-42a: death either annihilation (like a dreamless sleep of one night) or migration of the soul (enabling one to meet heroes and poets in an afterlife); in either case the good man has nothing to fear. This should be linked to Socrates' conduct, including the motivation of his 'voice' and his insistence on taking action according to ethical considerations.

Opinion might centre on

- Socrates' consistency in his arguments
- Socrates lack of fear
- Socrates' acceptance of the state as framing his life and therefore his death
- his decision not to accept the offer of escape
- his family responsibilities
- his attitude towards his accusers and the jury etc.

Apply Levels of Response at beginning of Mark Scheme. (20 marks)

Option B

0 5 In front of court of King Archon (1) agora (1) (1 mark)

0 6 to bring a prosecution / file a suit (1) against his father (1) for homicide (1) of a hired hand (1) (4 marks)

0 7 Euthyphro originally gave an example of holiness, prosecution of a man accused of sacrilege, not a universal definition; here attempts a universal definition.

Socrates shows that, as humans disagree over matters of right and wrong, so the gods disagree with each other over similar questions, e.g. what is holy; so, according to the definition offered by Euthyphro, the same thing can be both divinely approved and divinely disapproved of, therefore being both holy and unholy; an absurd conclusion which destroys the definition; the definition satisfies in form but not in content.

Apply Levels of Response at beginning of Mark Scheme. (10 marks)

0 8 Conflict between extremely conservative attitude to religion shown by Euthyphro and more rational position of Socrates.

Euthyphro desperate to avoid pollution and seems to believe traditional stories of the gods (e.g. Zeus, Hera, Kronos, Uranus, Hephaestus).

Socrates implies quarrelsome gods are poor representations of deity.

Socrates successfully argues that a deity should be above this.

Socrates avoids dogma but invites readers / listeners to think for themselves.

Apply Levels of Response at beginning of Mark Scheme. (20 marks)

SECTION TWO

Option C

There are two sides to this, both of which should be considered, but there is no expected position. Give credit to good arguments supported by reference to appropriate examples.

Possible arguments against Socrates being a sophist

- does not expect or receive payment (own statement in *Apology*)
- does not teach how to make the weaker argument seem the stronger
- has ethical purpose
- was not itinerant, but stayed in Athens, accepting the state, even when disagreeing with decisions made
- may use similar methods to those of sophists but with a different (ethical) purpose

Possible arguments in favour

- uses similar methods to those of sophists, especially elenchus and dialectic
- paid in a sense through hospitality
- speculative, if more concerned with ethics than other branches of thought etc.

There is also the question of how we know what Socrates' views were, especially given the fact that we view him through the lens of Plato. Give credit for discussion of this issue.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

This is an open question which calls for understanding of how form (specifically the dialogue form) is related to structure of thought (philosophy). The dialogue form might be seen as suitable in the following ways

- dialogue is a form and philosophy needs a form of some sort through which to operate
- Its characteristic of speech between two (or more) speakers lends itself to argument between two (or more) speakers
- It allows for the exercise of particular philosophical techniques, notably elenchus and dialectic
- It is set, like a drama, in a particular place, which may inform the issues under discussion (e.g. prison in *Crito*)
- use of characterisation
- On the other hand, the dialogue form can be manipulated to suit one speaker, hence the reader e.g. of *Euthyphro* perhaps feeling manipulated
- dialogue limited, e.g. use of longer explanations, Socrates' speech as the Laws of Athens'
- dialogue form giving the reader a representative inside the philosophical discussion, asking questions on his behalf – or offering Plato a chance to stage this pretence of asking questions, whilst knowing that Socrates will win because he is composing both sides of the dialogue.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)



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CIV4B Alexander

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**Mark Scheme
CIV4B Alexander**

SECTION ONE

Option A

0 1

TWO of **e.g.** revenge [1] for Xerxes' invasion of Greece / burning of Athenian temples (480 BC) [1] to liberate Greeks of Asia Minor [1] etc. (2 marks)

0 2

THREE of **e.g.** 30,000 Greek mercenaries [1] in vanguard of Persian heavy infantry / in centre of Darius' battle line / facing Macedonian infantry [1] broke through Macedonian line in centre [1] when it became disjointed because of difficulties in climbing steep bank of stream [1] very fierce fighting [1] caused death of Ptolemy / 120 Macedonian nobles [1] only defeated when Alexander attacked their flank [1] and Persian cavalry became demoralised only when they saw the Greek mercenaries being destroyed [1] etc. (3 marks)

0 3

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- Alexander's mistake before battle - either did not know Amanic Gates existed or failed to guard them and so allowed Darius into Cilicia; but speed with which Alexander reacted to news of Darius' whereabouts enabled him to meet Darius on narrow coastal strip which would minimise effectiveness of Darius' greater numbers, especially in cavalry etc.
- effectiveness of Alexander's pep talk to officers and military dispositions (normal but with some adaptations to suit particular conditions); plan rested on 'hammer and anvil' manoeuvre (his classic tactic) - while Parmenio on L and infantry in centre held firm, Companion Cavalry to pierce hole in Persian L and wheel round to attack king in flank etc.
- course of battle: personally led initial charge of Companions, but potential disaster in centre when gaps opened up because of presumably unforeseen difficulties in climbing river bank and Greek mercenaries, whose resolve he had allegedly ridiculed in passage, poured in and fought with skill and determination; situation only rescued because 2 battalions on R defeated their opponents and attacked mercenaries in flank; loss of Ptolemy and 120 high-ranking Macedonians; able to use force of light-armed troops intended to mark Persian troops in foothills to strengthen right wing when these Persian troops retreated; Thracian cavalry fought bravely against superior numbers of Persian cavalry, but touch and go and victory achieved only when Persian cavalry fled, which they did only when they saw Darius had run; Macedonians then able to capitalise on slowness of heavily armed Persians and narrowness of roads to carry out their slaughter etc.
- Alexander did not pursue Darius until saw army was victorious and so failed to capture him; Persian casualties large, though figures given exaggerated etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

0 | 4

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- clearly demonstrated Alexander's capabilities as general against Darius in person and strength / determination of Alexander's troops (Thessalians as well as Companions) and weaknesses of Darius and his cavalry etc.
- campaign far from being won because Darius with large number of Persians and Greek mercenaries escaped to Babylon and still had support of eastern satrapies etc.
- almost 2 years until final showdown at Gaugamela etc.
- Alexander gained valuable hostages in Persian royal family - realised propaganda value of treating them well etc.
- Persian naval offensive halted on news of Darius' defeat etc.
- Council of League of Corinth congratulated Alexander; opposition to Alexander in Greece (e.g. Demosthenes) lost credibility etc.
- victory at Issus made possible the capture of Phoenicia to precipitate defection of Phoenician navy and conquest of Egypt, which would cut off all hope of support for dissident Greeks etc.
- clear from now on (see Alexander's alleged letter to Darius in Arrian) that Alexander's ambitions not merely to liberate Greeks of Asia Minor as Hegemon but to conquer Persian Empire etc.
- Darius offered friendship and alliance in letter recorded by Arrian (in letter recorded by Diodorus offered to cede all territory west of Halys) etc.
- Alexander's first direct contact with Persian luxury etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

0 | 5

Two of e.g. its wealth [1] to cut off all support to dissident Greeks [1] to cut off support for Persians / Darius [1] etc.

(2 marks)

0 | 6

ONE of e.g. Egyptians resented / only recently re-incorporated into Persian rule / which was said to be avaricious [1] in 4th cent. Persia had not had much control of Egypt S of delta / Persians decided not to try to hold Egypt [1] etc.

(1 mark)

0 | 7

TWO of e.g. rain [1] snakes [1] crows [1]

(2 marks)

0 | 8

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- emulation of ancestors Perseus and Herakles etc.
- desire to consult reputedly infallible oracle much honoured by Greeks etc.
- wish to discover to which gods he should sacrifice as his expedition progressed etc.
- eagerness to trace his birth to Ammon / confirm his divine descent - allegedly greeted as 'son of Zeus' etc.
- perhaps divine sanction for foundation of Alexandria etc.
- to confirm status as pharaoh etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

0 9

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- in Egypt, to prevent any individual becoming too powerful, two Egyptians as rulers of Upper and Lower Egypt respectively; Greek governor of western frontier (Libya); Egyptian-born Greek governor of area to E of delta; Macedonian garrisons; Macedonian military commanders of Upper and Lower Egypt; 4000 mercenaries with own commanders; foundation of Alexandria to become centre of trade, safeguard communications, remind of Macedonian might, provide place for settlement of Macedonians / Greeks, be centre of Greek culture etc.
- normally throughout Persian Empire, re-appointed satraps to confirm himself as Darius' successor and gain support of Persian nobility; appointed Macedonian military commanders as watchdogs though technically subordinate to satrap (as in Egypt to prevent concentration of power in one man's hands); foundation of cities (Plutarch exaggerates number to 70) etc.
- in liberated Greek cities, democracies usually established to run their own affairs (because Persia had tended to support oligarchies), but under eye of Macedonian garrison etc.
- Porus king E of Hydaspes with no Macedonian garrison etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

Option C

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- opinions of both authors generally shaped by favourable, if not eulogistic, attitudes of their sources
- Arrian: limited attention to wider issues because took as model Xenophon's *Anabasis*; a Stoic but did not share Stoic hostility towards Alexander and proudly praises Alexander's qualities of leadership (overall strategy, skill in disposition of troops and tactics, response to the unexpected, persistence (e.g. Tyre), courage, rhetorical skills, charisma, care for troops' welfare etc.); praises Alexander's remorse when made a mistake; criticises Alexander's excessive ambition and lack of self-control; disapproving of Alexander's claim to divine descent and adoption of Persian customs and costumes, both of which he regards as a ploy etc.
- Plutarch: biography, not history, so focuses on character with little on e.g. military achievements, administration, plans for exploration / conquest; often tried to minimise Alexander's shortcomings; believed Alexander changed for the worse and became increasingly cruel, but explained this away as reaction to unjust criticism of his associates because of the high value he placed on honour and reputation; even executions of Philotas and Callisthenes defended; praised his generosity and chivalry, his interest in philosophy and believed (like Arrian) Alexander drank rarely and then only to be sociable (Aristobulus); but does criticise Alexander for the dominant feature of his character, the flaw of succumbing to anger, his excessive grief at Hephaestion's death and savagery of massacre of mercenaries at Massaga which, however, is judged to be a rare blot, and destruction of Thebes etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

Answers may include discussion of a range (but **not** necessarily all) of **e.g.**

- Macedonian nobility resented Alexander's use of Persian satraps and Persian ceremony (including *proskynesis*, on which Alexander backed down) and dress; Alexander made some effort to reduce resentment (did not adopt tiara, *kandys*, trousers); separate courts for Macedonians and Persians; only Macedonians in top military positions and as *Chiliarch* etc.
- troops loyal in Bactria, presumably because successes outweighed privations etc.
- 'conspiracy' of Philotas: unclear whether actually was plot against Alexander in which he believed Philotas was involved or made up plot to incriminate and eliminate Philotas and Parmenio etc.
- murder of Cleitus
- the conspiracy of the Royal Pages
- loyalty of troops sustained throughout campaign against Porus despite its horrors but at the Hyphasis troops mutinied; uncertainty about Alexander's ambitions both for troops and for us etc.
- march through the Gedrosian Desert
- execution of generals 325 and defection of Harpalus to Athens
- marriages at Susa and wedding gifts to 10,000 Macedonians who had previously married native wives; issue over payment of soldiers' debts; *Epigonois*; reorganisation of Companion cavalry (new 5th hipparchy partly made up of barbarians) etc.
- mutiny at Opis - Alexander's 'orientalising' resented by troops as well as officers etc.

Apply Levels of Response at beginning of Mark Scheme.

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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• the 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 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	<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 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 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** 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** Demonstrates
- 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
- **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
- **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
CIV4C Roman Epic

SECTION ONE

Option A

0 | 1

Three from: girl [1] hunting [1] in Spartan dress [1] like Thracian/ Harpalyce/ Carthaginian/ Tyrian [1] carrying weapons [1] bow hanging from shoulder [1] hair unbound/ streaming in the wind [1] dress above the knee [1] wearing lynx skin [1] quiver hanging [1] from belt [1] (3 marks)

0 | 2

Two from: while pretending to be Tyrian [1] telling him that the people are Tyrian / Phoenician or the city is Tyrian / Phoenician [1] called Carthage [1] ruled by Dido [1] who is an exile [1] after death of husband / Sychaeus [1] telling him he is not hated by the gods [1] telling him to go to Dido [1] telling him his men are restored to him [1] his ships are safe [1] through portent of twelve swans [1] told him how to get to Carthage [1] (2 marks)

0 | 3

Discussion of e.g. description of her as goddess through several individual features: neck, dress, hair, walk; each distinctive in use of imagery: how her neck 'shone'; divine connotation of 'ambrosia' as applied to her hair; how dress 'flowed free'; no distinct imagery applied to walk, just simple recognition, effective as contrast to imagery used in previous aspects; appeal to senses of sight and smell in aspects above and her divine ascent to Paphos where imagery of sacrifice, incense and perfumed flowers is applied; her silence in contrast to Aeneas, who shouts but is not described; onus being on him as mortal (son) to appeal to her as goddess (mother); hence his use of questions only and the fact that they are unanswered; his words showing she has the power; he has no power / is dependant; she is 'cruel', showing divine indifference to human suffering; but that he as a son expects her to show maternal feeling etc.

Apply Levels of Response at beginning of Mark Scheme. (10 marks)

0 | 4

Venus' importance might be seen in terms of her commitment to her son Aeneas and the Trojans, as part of the divine dimension of the poem, including her relationship with Juno and others, in terms of plot etc. Examples might include: her help to Aeneas in Book 1, firstly in telling him where he is and what to do next, including hiding him in a mist, and secondly in ensuring that Dido falls in love with him by sending Cupid to replace Ascanius as recipient of Jupiter's prophecy in Book 1; in Book 2 preventing Aeneas from killing Helen, blaming the gods; in Book 4 coming to an agreement with Juno on effecting the union of Dido and Aeneas, whilst seeing through Juno's intentions; in Book 8 her intervention with Vulcan, asking him to make weapons for Aeneas, and her presentation of these weapons, including the shield, to her son; in Book 10 her complaint to Jupiter that the Trojans are surrounded, her acceptance of fate and her appeal to Jupiter to allow her to protect Ascanius; in Book 12 healing Aeneas and pulling his spear from a tree stump.

Apply Levels of Response at beginning of Mark Scheme. (20 marks)

Option B

0 | 5

Son of Evander [1] Arcadian prince [1] protégé of Aeneas / friend of Aeneas [1]
(2 marks)

0 | 6

Two from: in fight between Aeneas and Turnus [1] Aeneas will recognize belt / baldric as that of Pallas [1] being worn by Turnus as trophy [1] and in revenge (for Pallas) [1] will kill / not take pity on Turnus [1]
(3 marks)

0 | 7

Vivid description of Turnus' brutal seizing of baldric, directly condemned by Virgil / narrator as 'abominable crime'; description of figures embossed on it which, as young men murdered on marriage night, partly match Pallas' fate at hands of Turnus; pair of verbs, 'exulted' and 'gloried', showing Turnus triumphant and victorious; in contrast to Virgil's / narrator's general comment on man's lack of 'knowledge', clearly directed at Turnus; reinforced by twin reference to 'Fate' and 'Fortune' as punishing immoderate human behaviour; pairing of Pallas and Turnus to show the latter's mistake; repetition of 'spoil' for emphasis; economically worded description of Pallas' comrades carrying his dead body away; narrator's direct address to Pallas giving sense of immediacy and pathos; contrast of 'grief' and 'glory' drawing in Pallas' father who is not present; contrast between Pallas going to war for the first time and dying; as well as contrast between his death and the death he has brought on the enemy etc.

Apply Levels of Response at beginning of Mark Scheme. (10 marks)

0 | 8

Importance can be interpreted in different ways. Points might include the following:

- Pallas important to Aeneas as son of ally Evander
- Aeneas' responsibility towards Pallas
- Pallas important as young man, perhaps model for Aeneas' own son Ascanius
- Pallas should represent the future but is killed by Turnus
- Pallas important as the person who must be avenged by Aeneas, shown by belt as Turnus' trophy
- Turnus as important rival to Aeneas on personal level, especially after Pallas' death
- Turnus as rival for Italy and hand of Lavinia as daughter of Latinus
- Turnus as worthy rival to Aeneas
- Turnus as representing the past, while Aeneas represents predestined future.

Apply Levels of Response at beginning of Mark Scheme. (20 marks)

SECTION TWO

Option C

Candidates should make connections between Virgil's portrayal of Aeneas and how this would have been received by his contemporaries who were steeped, as he was, in particular Roman values at a time when Augustus was using tradition to make his regime acceptable in a post-war era. Different approaches and shades are acceptable but points to admire (or, in some cases, the opposite) might include the following:

- Aeneas' concern for his family, e.g. in looking for Creusa in Book 1 and in his relationships with his father Anchises, as evident in Books 1 and 6, and his son Iulus / Ascanius
- his prowess as a warrior in Book 2, when he shows *furor*
- allowing himself to be governed by his mission in response to divine intervention and a growing sense of *pietas*
- human qualities, e.g. in his affair with Dido in Book 4 and his refusal to show clemency to Turnus in Book 12
- his willingness to follow what the gods and fate dictate
- his qualities of leadership
- his diplomatic skills, e.g. with Evander etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

Points might include the following:

- on one level an exciting story of heroes, gods and monsters
- political and social not, therefore, always explicit
- Jupiter's speech as predicting Roman supremacy
- pageant of important future Roman leaders in Book 6
- Evander showing site of future Rome to Aeneas
- Aeneas as *pius* and *pater* – like Augustus
- family as cohesive force, despite loss of Creusa in Troy
- marriage alliance as social cement, e.g. Aeneas marriage with Lavinia looking to the future
- Dido as not right for Aeneas and his mission
- father and son relationships as continuum, especially Anchises – Aeneas – Ascanius
- other social and moral values, e.g. *mos maiorum* and *pietas*
- iconography of shield in Book 8. e.g. Battle of Actium etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)



version 1.1

General Certificate of Education

Classical Civilisation 2020

CIV4D Tiberious and Claudius

Mark Scheme

Specimen mark scheme for examinations in June 2010 onwards
This mark scheme uses the [new numbering system](#)

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

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 Advanced course and in the time available in the examination.

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• the 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 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	<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 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

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 - 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** Demonstrates
- 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
- **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
- **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
CIV4D Tiberius and Claudius

SECTION ONE

Option A

- | | |
|---|---|
| 0 | 1 |
|---|---|

 Drusus' 'vicious and dissolute habits offended him'. (1 mark)
- | | |
|---|---|
| 0 | 2 |
|---|---|

 Nephew (1 mark)
- | | |
|---|---|
| 0 | 3 |
|---|---|

TWO from: poisoned [1] by wife/Livilla [1] and Sejanus [1] (2 marks)
- | | |
|---|---|
| 0 | 4 |
|---|---|

ONE from: Germanicus' campaigns in Germany/across the Rhine [1] recovery of standards lost in defeat of Varus [1] (1 mark)
- | | |
|---|---|
| 0 | 5 |
|---|---|

 Discussion might make use of the following examples:
 Meanness: Regulations to limit games, restrict pay of actors; few donations to troops; failure to put on games; few public works (carried on schemes started under Augustus, but did not complete all of them); refusal to cancel 1% sales tax; confiscated property of leading provincials.
 Generosity: Refusal to take estates of Aemilia Musa and Pantuleius, to accept legacies except from friends; support for impoverished senators (despite initial reluctance in case of M. Hortalus); 300 sesterces a head to celebrate Germanicus' triumph (but Augustus made 5 such donations, totalling 1740 sesterces); aid to cities of Asia after earthquake (esp. Smyrna); aid to those suffering from Tiber floods, collapse of amphitheatre at Fidenae; 100 million sesterces to relieve financial crisis.
 Apply Levels of Response at beginning of Mark Scheme. (10 marks)
- | | |
|---|---|
| 0 | 6 |
|---|---|

 The general impression we derive from Tacitus and Suetonius is of a tyrant, who offended the senate, allowed treason trials to flourish, was delighted to see the death of Germanicus, fostered both the rise of Sejanus and the blood bath that followed his fall, and contracted out of his duties by retiring to Campania and Capri where he could indulge to the full his bent for vicious and depraved sexual pleasures. Hence Suetonius' description of the joy felt in Rome at his death. More careful examination suggests that this general impression is not wholly accurate, that various points can be made in Tiberius' defence. They include: respect for the senate and attempts to cooperate with it (participation in debates, transfer of elections to senate etc); reluctance, at least at first, to encourage use of treason laws (Falanius & Rubrius, Granius Marcellus, ?Libo Drusus, punishment of Aequus and Cursor for fictitious prosecution); competent administration of the empire, keeping to Augustus' policy of non-expansion (Rhine-Danube frontier, Britain), provincial appointments on merit, sensible solution to Armenian problem; refusal of extravagant flattery (*pater patriae*, divine honours). Explanation for Tiberius' unfavourable reputation may be sought partly in the fact that he was the first successor emperor (and not Augustus' first choice), that he could not equal Augustus' public affability; partly in differences of opinion between Tiberius and the more popular Germanicus, each with support in the senate; Tacitus' own experience as a senator under Domitian may have influenced his treatment of Tiberius; Suetonius' arrangement of his material by topic may have led him to exaggerate personal characteristics.
 Apply Levels of Response at beginning of Mark Scheme. (20 marks)

Option B

0 7

ONE from: Italy can provide sufficient senators [1] in the past people closer to Romans were not senators [1] we already have some Gauls / Veneti / Insubrians [1] do not want more foreigners as senators [1] do not want to take away possible careers for surviving aristocracy / senators from Latium [1] rich descendants of past enemies will take all the posts / become senators [1] must remember Romans killed by ancestors of these Gauls [1] they would cheapen senate's reputation [1] (1 mark)

0 8

TWO from: experience of his ancestors [1] Claudius made citizen and patrician on same day [1] accept excellence from anywhere [1] examples of Julii / Coruncanii / Porcii [1] men from Italy / Etruria / Lucania were made senators [1] extension of Italy to Alps has already brought in more peoples and invigorated empire [1] love of Rome by immigrants such as Cornelii Balbi [1] failure of Athens / Sparta through segregation [1] Romulus' wisdom [1] foreign kings [1] ex-slaves admitted to office [1] Gauls not the only enemies of Rome [1] not only Gauls defeated Rome in past [1] Gallic war relatively short [1] peace with / loyalty of Gauls [1] assimilation of Roman customs [1] intermarriage [1] inflow of Gallic wealth [1] all innovations become tradition in the end [1] e.g. plebeians admitted / Latins / other Italians [1] (2 marks)

0 9

TWO from: reviewing citizen list [1] reviewing senatorial membership [1] reviewing membership of equites [1] (2 marks)

1 0

There is scope for argument whether Claudius' policy was more, or less, effective, but e.g. expansionist frontier policy, adding several provinces (Britain, Thrace, Lycia, Mauretania); but partly in response to events (e.g. revolt in Mauretania starting in reign of Gaius); move to direct rule rather than policy of client kings; promotion of efficient administration (e.g. equestrian procurator in Noricum); but mixed system in first phase of conquest of Britain; retention of Rhine frontier policy (despite precedent of Germanicus); Judaea back to provincial status; Armenian / Parthian problem not solved; liberal policy of citizenship (e.g. in Gaul and Mauretania); founding of colonies (e.g. Britain, Gaul, Germany).

Apply Levels of Response at beginning of Mark Scheme. (10 marks)

1 1

This is an open question; grading will depend on the use candidates make of a range of information to provide a balanced answer to the question. Points might include the following examples of attempts to cooperate: use of *senatus consulta*; limited use of personal consulship; concessions on social matters (e.g. best seats in Circus); restored Achaia and Macedonia to senatorial control; legates of senatorial rank to administer Britain and Lycia; assiduous attendance at meetings of senate. Less conciliatory measures might include: revival of censorship, giving Claudius control of admissions to and exclusions from senate; drive for efficiency (e.g. enforced attendance, denunciation of 'yesmen'); creation of central administration, use of freedmen; transfer of some quaestorial posts to *equites* (fleet, Ostia) perhaps balanced by appointment of quaestors to administer *aerarium*; interference in appointments to senatorial provinces; financial matters in senatorial provinces transferred to imperial procurators; execution of 30-35 senators.

Apply Levels of Response at beginning of Mark Scheme. (20 marks)

SECTION TWO**Option C**

This is an open question with no right or wrong answer. Candidates should discuss the relative value of the two authors by supporting general points about their aims and approach by reference to events from the reigns of Tiberius and Claudius. Discussion might include the following points:

- Tacitus adopts a basically annalistic approach (dating by consuls) and concentrates on military and political issues (the chief activities of the senatorial class to which he belonged); Suetonius adopts a thematic approach (e.g. family background, early life, campaigns, public works and shows, performance as judge, literary interests, character and appearance - a check list against which to rate emperors).
- Tacitus makes use of the *acta senatus*, memoirs (e.g. Corbulo, Agrippina, Suetonius Paulinus), makes occasional reference to what he heard from men from earlier generations (*Ann* 3.16); as librarian to Hadrian, Suetonius would have had access to imperial archives and can quote from personal as well as public documents (e.g. Augustus' letter about the young Claudius)
- Tacitus admits that he belongs to the moralising tradition of Roman historiography (*Ann* 3.65); Suetonius is not an historian, but a biographer, usually describing rather than judging, often employing anecdotes to illustrate his points
- Tacitus claims to write *sine ira et studio* (*Ann* 1.1) but hardly lives up to the claim; the power of his writing makes it difficult for readers to make up their own mind about his factual information; Suetonius makes no similar claim
- large parts of Tacitus' account are missing (a section near start of *Ann* 5, covering the years from 29-31, and Books 7-10 and part of Book 11, covering 37-47); Suetonius is complete.
- what sort of historical picture are we seeking? If we want a narrowly politico-military account, we shall probably go for Tacitus, though there is useful information also in Suetonius; if we have a broader idea of what history means, we may feel that Suetonius has more to offer (e.g. the personal style of an autocrat helps in assessing his reign; the reference to shows and public works or to the corn supply help us to see how an emperor might be judged by the urban plebs).

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

It is possible to argue that each had influence in a distinct sphere, that one of the two had greater influence than the other, or that neither had as much influence as the sources suggest. What matters are clear arguments supported by examples. The following factors might be considered:

- the general role of freedmen in élite Roman households and so in imperial bureaucracy
- Claudius' creation of a centralised bureaucracy
- the specific roles of the freedmen under Claudius (Narcissus - secretary, Pallas - finance, Callistus - petitions, Polybius - library)
- Narcissus sent to quell mutiny; his role in discovery and punishment of Messalina's 'marriage' with Silius, grant of honorary quaestorship
- support of freedmen for rival claimants to replace Messalina as Claudius' wife
- the general importance of women in élite families, marriage alliances, bearing children to continue the line
- relations of Livia and Tiberius, her role in his accession
- Messalina's influence over Claudius (fears of conspiracy etc), possible plot behind her 'marriage'
- Agrippina's influence on Claudius, his death, accession of Nero
- the reasons Tacitus and Suetonius have for their attitudes to women and freedmen.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)