

General Certificate of Education

Classical Civilisation

CIV4D Tiberius and Claudius

Report on the Examination

2010 examination – June series

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CIV4D: Tiberius and Claudius

General Comment

CIV4 has proved successful in attracting a diverse range of centres with different interests. CIV4D (Tiberius and Claudius) attracted a pleasing number of entries in this, the first year of the new specification. On the whole, candidates showed appropriate skills of analysis, application of knowledge, evaluation and organisation of ideas, covering the whole range of mark levels. More care, however, should be taken by a minority, but a significant one, of candidates to read the rubric of the questions and to answer in a relevant way. Many good answers were received in response to the 40-mark synoptic questions, and in the best of these candidates showed an impressive grasp of wider issues.

Option A

The vast majority scored full marks for Question 01, but for Question 02 the award of tribunician power to Drusus and for Question 03 the functions of the senate were less well known. Most candidates could provide an answer to Questions 04 in general terms but, except in a minority of cases, detailed knowledge of Drusus' significance was insecure.

Many competent essays to Questions 05 were seen, but less able candidates fell into excessive description of senatorial activity under Tiberius. Examiners cannot stress highly enough the need to read the question carefully, especially trigger phrases like 'How far was...?'

Option B

The vast majority scored full marks for Questions 07 and 08, but for Question 06 Claudius' actions were less well known. Question 09 was answered better than the equivalent question in Option A, with the details of the influence of Messalina and Agrippina on Claudius being relatively well known. Evaluation, however, was often limited.

Again, many competent essays to Question 10 were received, but less able candidates again relied too heavily on description of the machinations of freedmen under Claudius. Again, it is essential for candidates to read the question carefully and focus on trigger words such as 'How far do you agree...?'

Option C

Levels of knowledge in response to Question 11 were, on the whole, high. Teachers have clearly stressed to students the importance of the provinces and frontiers to the Roman Empire as a whole, especially through the identity of the emperor. On the whole candidates took the view that both emperors were successful, each in his own way, but that Claudius, having something to prove, was the more inclined to follow an expansionist policy, most evident in the invasion of Britain. The best answers made good use of both Tacitus and Suetonius.

Option D

Less able candidates tended to rely on generalisations in their answers to Question 12, but the best responses made good use of Tacitus and Suetonius to evaluate their relative success.