



**General Certificate of Education  
June 2011**

**Classical Civilisation 2021**

**Tiberius and Claudius**

**A2 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 one year of study on the Advanced Subsidiary 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

<b>Level 4</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• accurate and relevant knowledge covering central aspects of the question</li> <li>• clear understanding of central aspects of the question</li> <li>• 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</li> <li>• ability generally to use specialist vocabulary when appropriate.</li> </ul>	<b>9-10</b>
<b>Level 3</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> <li>• some understanding of some aspects of the question</li> <li>• some evidence of analysis and/or evaluation appropriate to the question</li> <li>• some ability to use specialist vocabulary when appropriate.</li> </ul>	<b>5-8</b>
<b>Level 2</b>	<p>Demonstrates <b>either</b></p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• some relevant opinions with inadequate accurate knowledge to support them.</li> </ul>	<b>3-4</b>
<b>Level 1</b>	<p>Demonstrates <b>either</b></p> <ul style="list-style-type: none"> <li>• some patchy, accurate and relevant knowledge</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• an occasional attempt to make a relevant comment with no accurate knowledge to support it.</li> </ul>	<b>1-2</b>

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

<b>Level 5</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• well chosen, accurate and relevant knowledge covering most of the central aspects of the question</li> <li>• coherent understanding of the central aspects of the question</li> <li>• ability to sustain an argument which</li> <li>• has an almost wholly analytical and/or evaluative focus,</li> <li>• responds to the precise terms of the question,</li> <li>• effectively links comment to detail,</li> <li>• has a clear structure</li> <li>• reaches a reasoned conclusion</li> <li>• is clear and coherent, using appropriate, accurate language and</li> <li>• makes use of specialist vocabulary when appropriate.</li> </ul>	<b>19-20</b>
<b>Level 4</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• generally adequate, accurate and relevant knowledge covering many of the central aspects of the question</li> <li>• understanding of many of the central aspects of the question</li> <li>• ability to develop an argument which <ul style="list-style-type: none"> <li>has a generally analytical and/or evaluative focus,</li> <li>is broadly appropriate to the question,</li> <li>mainly supports comment with detail and</li> <li>has a discernible structure</li> <li>is generally clear and coherent, using appropriate, generally accurate language and</li> <li>generally makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>	<b>14-18</b>
<b>Level 3</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> <li>• some understanding of some aspects of the question</li> <li>• some evidence of analysis and/or evaluation appropriate to the question</li> <li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li> <li>• some ability to use specialist vocabulary when appropriate.</li> </ul>	<b>9-13</b>
<b>Level 2</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• <b>either</b> a range of accurate and relevant knowledge</li> <li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li> <li>• <b>and</b> sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>5-8</b>
<b>Level 1</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• <b>either</b> some patchy, accurate and relevant knowledge</li> <li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li> <li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>1-4</b>

**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**

<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge from different sources</li><li>• some understanding of some aspects of the question, including some awareness of classical values</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>17-26</b>
<b>Level 2</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> a range of accurate and relevant knowledge</li><li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li><li>• <b>and</b> sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li></ul>	<b>8-16</b>
<b>Level 1</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> some patchy, accurate and relevant knowledge</li><li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li><li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li></ul>	<b>1-7</b>

**Mark Scheme**  
**Unit 4D Tiberius and Claudius**

**Section One**

**Option A**

**01 What was a Triumph and why was Blaesus only eligible for an ‘honorary’ Triumph?**

(Formal) procession / honour /celebration of victorious Roman general / for a victorious campaign (1)

Blaesus was not in imperial family / actual triumphs allowed only for members of imperial family (1)

(2 marks)

**02 Give three ways in which, according to Tacitus, Tiberius behaved generously during the early part of his principate.**

**THREE from:** He backed Urgulania (1) financial assistance to senators (1) e.g. financial award to each of Hortalus’ sons (1) financial aid to cities of Asia (1) after earthquake (1) e.g. Sardis (or others- see *Annals* p. 101) (1) suspension of taxation (1) transferred property of intestate Aemilia Musa (1) to Marcus Aemilius Lepidus (1) transferred bequest of Pantuleius (from himself) (1) to Marcus Servilius Nonianus (1) 300 sesterces awarded for Germanicus’ triumph (1) corn subsidy (AD 19) (1)

(3 marks)

**03 How serious a threat was Tacfarinas to Roman control of North Africa?**

Points might include the following:

- Tacfarinas trained as Roman auxiliary
- therefore able to organize own forces and understand Roman deployments
- organized non-soldiers into fighting units
- recognized as leader of powerful Musulamians
- alliance with Mauretanians and Cinithii
- used his trained troops as disciplined force
- Mauretanians under Mazippa used to intimidate
- potential to spread discontent / rebellion more widely
- his troops as focus for discontent
- guerrilla tactics used successfully
- defeat of Decius near river Pagyda, inflicting what Romans considered disgrace
- encumbered by spoils driven into desert by Caesianus, so could be defeated
- broke peace again in AD21
- Asia a senatorial province, some difficulty in finding governor able to counteract Tacfarinas
- Tacfarinas emboldened to ask Romans for lands
- Blaesus, chosen as governor of Asia, successful against Tacfarinas, firstly with offer of amnesty
- secondly with strategy to counteract guerilla tactics of dividing Roman troops into three groups, then into smaller groupings and building network of forts and keeping Tacfarinas on the move by harrying
- Blaesus honored but threat not over, Tacfarinas with fresh Mauretanian and other forces, showing his persistence
- danger of conflict spreading with help of Garamantes to Tacfarinas



- new governor Dolabella short of troops (Tiberius' policy to withdraw them)
- Tacfarinas spreading rumours that Roman empire in the region was being dismantled
- Dolabella, using ruthless punishments, quick-moving tactics with troops and Mauretanians, outwitted Numidians at Auzea
- Tacfarinas killed, so opposition's figurehead lost etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**04 How significant was the impact of Sejanus on Tiberius' rule? Support your answer with reference to both Tacitus and Suetonius.**

Points might include the following:

- an *eques*, nephew of Blaesus (probably a *novus homo*), so upwardly mobile, so potentially dangerous
- prefect of Praetorian Guard AD14 with Strabo (father), sole commander on Strabo's appointment as prefect of Egypt
- moved barracks to near Viminal gate, so potential for exercise of power if situation arose
- increase in influence after death of Drusus in AD23
- possibly implicated in murder of Drusus with Livilla (Tacitus)
- elimination of rivals, e.g. Silius (links to Agrippina) through prosecutions
- increase in influence when Tiberius left Rome in AD26
- receipt of honours
- deportation of Agrippina
- consul AD31, further increase in influence in absence from Rome of Tiberius
- proconsular *imperium*, possibility of tribunician power, raising him even higher
- downfall through Antonia's letter to senate
- leadership of Praetorian Guard given to Macro
- quick trial, execution and elimination of Livilla, showing Tiberius was capable of decisive action and had the power to wield it etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

**Option B**

**05 Give one function of the censor.**

Conducting census / supervisor of morals / review membership of senate

(1 mark)

**06 Give two examples of Claudius' inconsistency as censor in his treatment of equites, according to Suetonius.**

**TWO from:** kept one young equestrian on roll on father's evidence (1) simply cautioned one serial seducer (1) persuaded to move a black mark from one man by a friend (1) Greek nobleman struck off for not knowing Latin (1) several equestrians struck off for leaving Italy without permission (1) inaccurate information from Claudius' agents preventing discipline against others (1)

(2 marks)

**07 Give two examples of Claudius' inconsistency in other areas, according to Suetonius.**

**TWO from:** inconsistent behaviour in court (1) striking exempt man from roster (1) calling for juror to be heard by him rather than in civil court (1) ordering mother, not disclosing identity, to marry son( truth emerging )(1) tendency to judge against anyone absent (1) literal response to man calling for forger to have hands cut off (1) man accused of wrongfully claiming to be Roman citizen told to wear toga and Greek dress alternately during trial (1) Claudius brought silver chariot, which he smashed (1) issued 20 edicts in one day (1)  
(2 marks)

**08 How significant an effect did Claudius' wives have on his rule?**

Points might include the following:

- the fact that Claudius survived Messalina and his rule continued shows effect limited (but possibly murdered by Agrippina)
- First two wives – little effect
- but trouble with Messalina significant
- her abuse of privilege
- balance of influence shifting from public to private domain
- crisis of bigamous marriage to Gaius Silius (possible prelude to bid for power – Suetonius)
- Narcissus' part in death decision
- as Claudius' wife Agrippina able to exercise considerable influence
- Agrippina in important position regarding the succession as mother of Nero whose interests she pushed, e.g. adoption by Claudius
- powers granted to Agrippina, e.g. bodyguard and title 'Augusta'
- possible responsibility for Claudius' death etc.

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

**09 How successful was Claudius' administration of social, economic and foreign affairs? Support your answer with reference to both Tacitus and Suetonius.**

Points might include the following:

- subsidies to ensure sufficient corn imports to feed people of Rome
- rebuilding of Ostia as port for corn supplies and other goods (but ugly scenes when supplies short, according to Suetonius)
- renovation of water supply
- increased rights for slaves
- admission of Gauls to senate
- generosity over citizenship (perhaps exaggerated)
- annexation of Britain (but Suetonius dismissive)
- addition of other provinces: Thrace, Mauretania, Lycia
- less successful in Judaea with procurators
- allowed Parthians to gain control of Greater Armenia

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

## Section Two

### Option C

- 10 ***Judging from the reigns of Tiberius and Claudius, what do you think were the strengths and weaknesses of the imperial system? Support your answer with reference to both Tacitus and Suetonius.***

Answers should reflect the fact that this is a broad synoptic question. Candidates should show a grasp of major issues, expressed in terms of strengths and weaknesses and differences between the two emperors, for example as follows:

#### Strengths

- central authority and power of emperor clear to everybody, e.g. stamped on coins (both emperors)
- use of offices, inherited from republican system, to maintain power, especially tribunician power, consulship and *imperium* (both emperors following precedents set by Augustus)
- control of armed forces e.g. through oath of allegiance, giving clear line of command
- experience of army command (Tiberius)
- senate, inherited from republican system, still there as advisory body able to pass decrees and to supply administrators and army commanders e.g. proconsuls
- succession, clearly based on family and intermarriage, from whom young men could be trained e.g. through early consulship (Tiberius)
- interdependence of Rome and provinces through cohesive forces, e.g. citizenship and trade

#### Weaknesses

- system depending on one man at top, who may be reluctant, sometimes absent (Tiberius), disabled and not trained for high office (Claudius)
- role of senate, once republican power house, now diminished in role (Tiberius and Claudius)
- growth in administrative work, hence emergence of freedmen as administrators
- succession such that options might narrow (Tiberius) or plots be formed (Claudius)
- how to control large empire (Tiberius and Claudius)
- control of army and use of Praetorian Guard (e.g. how Claudius came to power)
- what Tacitus ( e.g. weakness of senate) and Suetonius (e.g. on Claudius' character) say etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

**Option D**

- 11** *‘Suetonius gives a fuller picture of the characters and motivation of Tiberius and Claudius than Tacitus does’. How far do you agree? Support your answer with reference to both Tacitus and Suetonius.*

This synoptic question calls for an understanding of the genres in which Tacitus and Suetonius wrote and how this affects the rules of Tiberius and Claudius, especially in terms of balance of coverage and how full a picture each gives, which is open to interpretation. Areas of discussion might include the following:

**Tiberius**

- Tacitus, writing history, shows particular concerns, e.g. constitutional matters, military campaigns, exercise of power by emperor, social and economic matters, involving motivation
- Tacitus’ bias from own experience under later Principate
- relations between Tiberius and senate, the former trying to allow scope for latter to act independently but senate becoming more servile
- question of succession as motivating force
- change in Tiberius from relatively successful first part of reign to less impressive second part – implications for character and motivation
- Suetonius as biographer showing interest in different aspects of Tiberius’ character, e.g. disciplinarian when in army, hatred of flatterers, frugal to the point of being mean, later sexual perversions
- Suetonius showing moral perspective, especially in decline in Tiberius’ behaviour after retreat to Capreae
- more anecdotes told by Suetonius than Tacitus – linked to character
- problems of the source: reliability, bias etc.

**Claudius**

- first two bullet points on Tacitus same as for Tiberius above
- Claudius’ shifting relationship with senate, involving motivation and character
- Claudius shown by Tacitus to be influenced by freedmen, implications for character
- Claudius ignorant of machinations of Messalina, implications in terms of character
- Suetonius’ interest as biographer in Claudius’ character, e.g. initially seen as worthless, scholarly, erratic, ‘servant’ of freedmen and wives
- more anecdotes told by Suetonius than Tacitus
- problems of the source: reliability, bias etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

**Assessment Objectives Grid**  
**Unit 4D Tiberius and Claudius****Section 1****Either**  
**Option A**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>01</b>	2		2
<b>02</b>	3		3
<b>03</b>	4	6	10
<b>04</b>	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Or**  
**Option B**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>05</b>	1		1
<b>06</b>	2		2
<b>07</b>	2		2
<b>08</b>	4	6	10
<b>09</b>	8	12	20
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Section Two****Either**  
**Option C**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>10</b>	16	24	40
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**Or**  
**Option D**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>11</b>	16	24	40
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**OVERALL**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>TOTAL</b>	<b>33</b>	<b>42</b>	<b>75</b>
<b>%</b>	<b>44%</b>	<b>56%</b>	<b>100%</b>

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