



**General Certificate of Education
June 2013**

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 students' 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 students' 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 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.

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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 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	<p>Demonstrates</p> <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	<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 use specialist vocabulary when appropriate. 	5-7
Level 2	<p>Demonstrates either</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge <p>or</p> <ul style="list-style-type: none"> • some relevant opinions with inadequate accurate knowledge to support them. 	3-4
Level 1	<p>Demonstrates either</p> <ul style="list-style-type: none"> • some patchy accurate and relevant knowledge <p>or</p> <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 structurereaches a reasoned conclusionis clear and coherent, using appropriate, accurate language andmakes use of specialist vocabulary when appropriate.	19-20
Level 4	Demonstrates <ul style="list-style-type: none">• generally adequate accurate and relevant knowledge covering many of the central aspects of the question• understanding of many of the central aspects of the question• ability to develop an argument which<ul style="list-style-type: none">has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail andhas a discernible structureis generally clear and coherent, using appropriate, generally accurate language andgenerally makes use of specialist vocabulary when appropriate.	14-18
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	9-13
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	5-8
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-4

LEVELS OF RESPONSE FOR QUESTIONS WORTH 40 MARKS

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

Mark Scheme
Unit 4D Tiberius and Claudius

Section 1

Option A

01 In what year did Augustus die?

14 AD / 14 CE

(1 mark)

02 Who was Agrippa Postumus?

Grandson of Augustus / son of Julia / possible contender for Principate /son of Agrippa etc.

(1 mark)

03 Who was Livia?

Wife of Augustus / mother of Tiberius / the Augusta

(1 mark)

04 From which rank of society did most military tribunes come?

Equestrians / Equestrian Order / Equites / Knights / rank below senatorial

(1 mark)

05 Which power did Tiberius use to summon the senate in order to tell them of Augustus' death?

tribunician power

(1 mark)

06 To what extent did Tiberius' early career prepare him for the role of emperor? Refer to Suetonius' Tiberius in your answer.

Points might include the following:

- Tiberius' participation in public life in Rome, e.g. introduction of son Drusus to public life, adoption by Augustus, emergence as main heir to Augustus, award of extra five years' tribunician power, triumph awarded but delayed, reception back in Rome favourable - seated with Augustus, later celebration of triumph, his provision of huge banquet – all these could be seen as preparing him for principate
- career as military commander, e.g. pacification of Germany, crushing of Illyrian revolt, suppression of huge area, including Noricum, Thrace and Macedonia, his exploits all the more significant when set against Varus' failure, his return to basics with his soldiers in repairing damage done by Varus – but question of how much this prepared him (successful though he was) for politics in Rome, where different skills were required
- significance of some of his behaviour, e.g. retirement to his house in Rome for three years after introducing his son Drusus to public life prefiguring his later retirement when emperor (and all the problems that caused), his dourness dealt with in some detail by Suetonius

- Augustus' opinion of Tiberius - Suetonius' comment that Augustus, in weighing up Tiberius' qualities, saw the good as predominating over the bad
- significance, at the end of Augustus' life, of Tiberius' recall to Rome despite having only just gone to Illyricum
- significance of letter quoted by Suetonius dwelling on Tiberius' high military skills
- value of Suetonius as a source etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

07 How much attention did Tiberius and Claudius give to who would succeed them as emperors? Refer to both Tacitus and Suetonius in your answer.

Points might include the following:

- attention given to Drusus and Germanicus early in Tiberius' reign
- after their death, fewer options
- threat posed by Sejanus, especially when Tiberius left Rome
- grandson Gemellus as long-term option, named as co-heir in Tiberius' will
- but Gemellus too young for accession at this point, so Gaius likely successor, even if not fully prepared – went to Capri with Tiberius but only public office was quaestorship (33AD)
- Claudius disregarded, seen as not capable – shortsighted policy perhaps
- Tiberius' will declared void – influence of Macro on senate
- assumption that Britannicus would succeed his father Claudius
- but Claudius outmanoeuvred by Agrippina
- Agrippina's promotion of her son Nero
- culminating in Nero being adopted by Claudius in 51 AD
- support for Agrippina from Pallas and Seneca in training Nero
- Nero married to Claudius' daughter
- Nero given titles (leader of youth) and proconsular *imperium* outside Rome
- evidence of Tacitus and Suetonius etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

08 What events led up to Claudius having Asiaticus arrested? Give two details.

TWO from: Messalina thought Poppaea Sabina was Asiaticus' lover (1) Messalina wanted Asiaticus' gardens for herself (1) so she asked Publius Suillius Rufus to prosecute both (1) Sosibius / Britannicus' tutor was to warn Claudius of significant threat (1) claiming Asiaticus had been prominent in murder of Gaius (1) rumours in provinces that Asiaticus visited armies in Gaul (his birthplace) (1).

(2 marks)

09 Give two of the accusations made against Asiaticus.

TWO from: corrupting the army (1) compromising soldiers with bribes / sexual liaisons (1) to commit atrocities (1) adultery with Poppaea (supplementary charge) (1) effeminacy (1).

(2 marks)

10 What does Tacitus mean when he says ‘Asiaticus was examined in a bedroom’ (line 4)?

in private (1) illegal (1) ignoring normal practice /institutions(1) exercise of power of Messalina (1) reflecting shift in power (1) not in a public space etc.

(1 mark)

11 How far did Messalina undermine Claudius’ authority as emperor?

Points might include:

- Messalina important as mother of Octavia and Britannicus within imperial family but as woman wielding no official power
- extent of influence over Claudius uncertain but she is portrayed by sources as enjoying trappings of power
- home used increasingly as court – threat to Claudius
- Messalina’s marriage to Silius threatening Claudius’ power
- Tacitus’ and Suetonius’ presentation of Claudius as easily influenced and blind to what was going on
- action of Narcissus, one of Claudius’ influential freedmen, in halting the crisis
- Claudius’ control of areas Messalina could not reach in person, especially the senate
- Claudius’ control and authority ubiquitous in public, e.g. entertainments, buildings, institutions
- so extent of threat posed by Messalina uncertain etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

12 How important to the reigns of Tiberius and Claudius were the Praetorian Guard and its commanders? Refer to both Tacitus and Suetonius in your answer.

- influence of size (nine cohorts of 500 or 1000 men, under Tiberius probably increased to twelve)
- power structure reflecting prominence of emperor as official commander under whom two equestrian prefects controlled the tribunes each of whom commanded one cohort – clear chain of command here
- potential influence through ambitious prefect, e.g. Sejanus (see below)
- influence from being close to the emperor
- privileged levels of pay and limited length of service
- visible presence, especially after all cohorts allowed to be billeted in central camp in Rome
- also facilitating potential speed of movement to trouble spots
- implications of Sejanus, originally co-prefect with his father L. Seius Strabo, becoming sole prefect
- influence of Guard in putting Claudius on throne
- other influential factors, including image of emperor, emperor’s control of people, especially through grain supply and public entertainments, relationship between emperor and senate, rest of armed forces etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

- 13 ***‘Suetonius gives a more balanced picture of Tiberius and Claudius as emperors than Tacitus does.’***
How far do you agree? Support your answer by reference to both Suetonius and Tacitus.

In order to meet the synoptic requirement candidates should show understanding of the wider picture, always taking into account the viewpoints of Suetonius and Tacitus in constructing a set of arguments with a balanced overview.

Points might include the following:

- Suetonius as biographer
- Suetonius writing to formula, e.g. starting with family and early life of Claudius; ending lives of Claudius and Tiberius with exposition of physical appearance and character as well as death and succession; thematic sections in between
- Suetonius judging emperor against ideal criteria, e.g. Tiberius found wanting later in reign and acting according to type – being tight-fisted, interest in sexual perversion etc.
- Suetonius writing at length on particular set pieces, e.g. undignified succession to Principate by Claudius
- Suetonius’ access to imperial documents giving credibility to what he wrote
- Suetonius does, nonetheless, give some detail on policies, e.g. Claudius’ decision on becoming emperor not to award himself excessive honours
- Tacitus as historian
- Tacitus’ claim to write without anger or bias – how true?
- influence on Tacitus of own experience, e.g. his portrayal of Tiberius’ relationship with senate, including the servility of the senate
- Tacitus’ concentration on politics in Rome and military affairs, perhaps limiting balance etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

- 14** *How far were the strengths and weaknesses of Claudius as emperor different from those of Tiberius and how far were they similar? Support your answer by reference to both Tacitus and Suetonius.*

The synoptic element of this question lies in understanding the strengths and weaknesses of two emperors within a broad historical, political and social context. The evidence supplied by the two writers Tacitus and Suetonius should also be considered.

Points might include the following:

Tiberius' strengths

- family name and connections
- fine military record, e.g. in Germany and Pannonia
- high honours in public life, e.g. consulship and other offices
- always seen as potential ruler but only emerging at late stage as main contender
- not good at projecting, or willing to project, his own image, nor willing to court popularity with the people e.g. through public entertainments
- good first half of reign (Tacitus)
- generous to victims of natural disasters, e.g. in Asia
- prudent with money (could be seen as meanness and interpreted as a weakness)
- cautious frontier policy etc.

Tiberius' weaknesses

- dour personality and antisocial attitude (perhaps exaggerated by Tacitus and Suetonius), culminating in retirement to Capri but preceded by spell in Rhodes and, according to Suetonius, a three-year spell in his house in Rome
- not spotting ambition of Sejanus sooner
- difficult relationship with senate
- handicap of following Augustus, who devised the system to suit himself etc.

Claudius' strengths

- pure Julio-Claudian ancestry
- ability to surprise people, who, thinking him backward, underestimated him
- successful policies in Rome, e.g. harbour at Ostia
- more expansionist foreign policy, especially annexation of Britain, which was good for his image

Claudius' weaknesses

- disabilities having denied him a public career when young
- in his 50s when he became emperor
- excessive influence of wives Messalina and Agrippina (bias of Tacitus and Suetonius?)
- excessive influence of freedmen (could be seen as strength given their successes as administrators)
- variable relationship with senate 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

	AO1	AO2	TOTAL
01	1		1
02	1		1
03	1		1
04	1		1
05	1		1
06	4	6	10
07	8	12	20
TOTAL	17	18	35

Or
Option B

	AO1	AO2	TOTAL
08	2		2
09	2		2
10	1		1
11	4	6	10
12	8	12	20
TOTAL	17	18	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
13	16	24	40
TOTAL	16	24	40

Or
Option D

	AO1	AO2	TOTAL
14	16	24	40
TOTAL	16	24	40

OVERALL

	AO1	AO2	TOTAL
TOTAL	33	42	75
%	44%	56%	100%