



Oxford Cambridge and RSA

GCSE

Latin

J282/04: Verse Literature A

General Certificate of Secondary Education

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:











- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Unclear (use rarely, possibly in case of illegibility)
	Benefit of doubt (may be used, but sparingly)
	Cross (use very sparingly, to indicate something to which you are not giving credit)
	Extendable horizontal line (more serious error in translation questions)
	Extendable horizontal wavy line (inconsequential error in translation questions)
	Tick (use as appropriate to show where marks have been awarded or points are being credited in the long answer)
	Tick plus (strong point in Q3; strong AO3 point in Q9)
	Tick query (weak, incompletely-developed or supplementary point in Q3 or in Q9(AO3))
	Harmful addition (use sparingly)
	Omission mark (use in translation questions and elsewhere if desired)
BP	Blank Page – use to mark Additional Writing Pages
seen	Use on an extra page or in white space to show that candidate material has been seen and considered

12. Subject Specific Marking Instructions**Further guidance on MARKING Point 5 above** (p3)

We will need to exercise some discretion in the application of these instructions in order to avoid unfairness to candidates who know the text and understand the question but don't fully appreciate how to present their response. Below are some guidelines.

Low-tariff comprehension questions (up to 3 marks) where numbers are provided for candidate answers:

As a general rule award up to 1 mark for each of the candidate's numbered points, disregarding any material in each that is surplus to requirements (unless it invalidates the point already made).

This approach may, however, result in unfairness to candidates as they do not necessarily appreciate what precisely constitutes a separate point. They may roll together two correct answers in point 1, perhaps leaving no valid answer for point 2. In this case use discretion to award 2 marks to the candidate's point 1. However, if point 1 is a wrong answer that mark is lost and cannot be carried forward for possible awarding in point 2.

Where numbers are not provided, use judgement to determine the correct mark for the overall answer in the usual way.

4-mark literary analysis questions:

Use discretion

either to award up to 2 marks to each of the candidate's numbered points, ignoring any supplementary material that does not contradict the point already made

or, where two valid answers are included in numbered point 1, to award up to 2 marks for each of these. However, if the first point made by the candidate is invalid, those marks are lost and cannot be awarded to any later point.

Where a candidate offers a string of points, ignoring the numbering provided, only the first **two** of these should be considered.

Our aim must be fairness to candidates without giving them carte blanche to offer a string of answers on the off-chance enough are correct.

NB

Marking point 5 above does not apply to the 8 and 10 mark level of response questions.

Question		Answer	Mark	Guidance
1	(a)	she drove away/drove back (savage) fire(s)/fire-breathing bulls (1) with/using medicines/potions/charms/spells (1)	AO2 2	
1	(b)	Either her passion/love/feelings for Jason/desire to get Jason back Or her anger/desire for revenge	AO2 1	Accept passion/love on its own (but not feelings/emotions)
1	(c)	Either she is a witch(1) because she practised magic/she used spells/she worshipped Hecate (1). Or She is clever/skilful/powerful(1) Because she practised magic/used spells(1) Or She feels frustrated/vulnerable/helpless/she used to have powers(1) But/because her magic etc. no longer works(1)	AO3 2	Do not accept 'she is religious because she worships Hecate'

Question			Answer	Mark	Guidance
2	(a)		Either she saved him/his life or the new wife is profiting from Medea's efforts	AO2 1	Accept reasonable paraphrase.
2	(b)		boasting/bragging/showing off (to his wife)	AO2 1	Do not accept 'boasting about his wife' (harmful addition)
2	(c)	(i)	her face/appearance (1) her character/habits/behaviour/morals (1)	AO2 2	Do not accept 'crimes'
2	(c)	(ii)	happy	AO2 1	Accept 'wants her to laugh'. Accept answers that include ref to 'happiness/laughter' but recognise that Medea is probably being sarcastic.

Guidance on applying the marking grids for the 8-mark extended response

This question focuses on candidates' ability to select relevant examples of content and literary style and to structure an answer around these examples to express relevant points. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners must carefully consider which level is the best fit for the performance overall.

Level	Marks	Description
4	7–8	<ul style="list-style-type: none"> • very good engagement with the question • expresses a range of relevant points, with good development, drawn on a range of well selected aspects of content and features of literary style, with a good range of appropriate quotation with well thought out discussion <p>The response is logically structured, with a well-developed, coherent line of reasoning.</p>
3	5–6	<ul style="list-style-type: none"> • good engagement with the question • expresses a range of sound points, with some development, drawn on a range of relevant aspects of content and features of literary style, with a range of appropriate quotation, with sound discussion <p>The response is well structured with a clear line of reasoning.</p>
2	3–4	<ul style="list-style-type: none"> • some engagement with the question • expresses some points drawn on a limited range of aspects of content and/or features of literary style, with some appropriate quotation and some discussion <p>The response presents a line of reasoning which is mostly relevant but may lack structure.</p>
1	1–2	<ul style="list-style-type: none"> • little engagement with the question • expresses points which are of little relevance and are supported with little evidence from the set text <p>The information is communicated in an unstructured way..</p>

0=No response or no response worthy of credit.

Question	Answer	Mark	Guidance
3	<p>Assess against the criteria in the 8-mark AO3 grid (see above).</p> <p>Means Medea uses to try to persuade Jason may include the following:</p> <p><i>nimum ... madent:</i></p> <ul style="list-style-type: none"> – appeals to Jason’s pity/vanity/fatherly feelings – she weeps as the children remind her so much of Jason. – references to children frame the appeal (see below). <p><i>per ... duos:</i></p> <ul style="list-style-type: none"> – she ‘begs’ him – <i>per</i> three times makes her appeal very forceful – <i>per superos</i>: calls upon the gods and the sun to reinforce her appeal – <i>per meritum_et natos</i>: reminds him about what he owes her and that they have children together – <i>pignora nostra</i>: children are proof of what they promised each other. – <i>duos</i> at end of line emphasises how well-established their union was <p><i>redde ... refer:</i></p> <ul style="list-style-type: none"> – triplet of imperatives emphasises what she wants – forceful D alliteration and repetition of RE add emphasis – <i>pro ... reliqui</i>: reminds him how much she has given up for him – <i>adde ... dictis</i>: reminds him he has made promises that he should keep <p>– <i>imploro</i>: she is begging/beseeching, not just asking</p>	<p>AO3 8</p>	<p>Both content and style points are acceptable and Latin is not needed for every point. There must, however, be 2 stylistic references and 2 Latin reference for an answer to reach level 4 and at least one of each to reach level 3.</p>

		<ul style="list-style-type: none"> – <i>contra ... ope</i>: draws attention to what she has done for him (while saying she won't use them as arguments – praetermissio!) – <i>te peto</i>: short, plain sentence and emphatic position of <i>te</i> stresses that it's him she wants (appeal to his vanity) – repeated use of <i>tibi/te</i> emphasises that he is her focus – <i>quem ... quem</i>: emphasises two reasons he should return to her – what she did for him, he gave himself to her (a reciprocal arrangement) + emphatic <i>ipse</i> <p><i>cum ... parens</i>:</p> <ul style="list-style-type: none"> – shared parenthood the final, clinching point – emphasised by P alliteration, verbal echo of <i>pariter/parens</i>, juxtaposition of <i>parente/parens</i> – harks back to beginning of passage. 	<p>Candidates are not required to use technical terms.</p>
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Question	Answer	Mark	Guidance						
4 (a)	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="398 341 1122 683"> <tr> <td data-bbox="398 341 450 475">2</td> <td data-bbox="450 341 1122 475">expresses a valid point based on a relevant aspect of literary style, with accurate, relevant and suitably explained reference to Latin</td> </tr> <tr> <td data-bbox="398 475 450 609">1</td> <td data-bbox="450 475 1122 609">expresses a valid point, but is not fully supported by an appropriate aspect of literary style or reference to Latin</td> </tr> <tr> <td data-bbox="398 609 450 683">0</td> <td data-bbox="450 609 1122 683">point is not valid, or none is drawn</td> </tr> </table> <p>Any two of the following or other valid points of literary style, with appropriate Latin reference:</p> <ul style="list-style-type: none"> – <i>quaecumque, cuiquam</i>: 2 indefinite pronouns or verbal echo/alliteration emphasise the quantity of good things humans are capable of (and Catullus has done). – <i>aut dicere, aut facere</i>: repetition, doublet of infinitives, emphatic position of <i>aut facere</i> stress range of possible good things, hence Catullus' deservedness for matching them. – <i>dictaque factaque</i> – repetition of the verbs previously used/repetition of <i>-que</i> stress that nobody could have done more good than Catullus (so he does not deserve what he suffers). – <i>ingratae</i>: long vowels/position before caesura emphasise that he is the victim of ingratitude – <i>omnia/perierunt</i>: position of <i>omnia</i>/forceful vocab choice stress that all the good he has done has gone to waste. 	2	expresses a valid point based on a relevant aspect of literary style, with accurate, relevant and suitably explained reference to Latin	1	expresses a valid point, but is not fully supported by an appropriate aspect of literary style or reference to Latin	0	point is not valid, or none is drawn	AO3 4	<p>A point of style must be identified for the full mark (though technical terms are not a requirement). An appropriate Latin reference is needed in each case but merely matching a piece of Latin with the translation provided is not sufficient to gain 2 marks (though it may merit 1).</p> <p>Candidates must indicate (by translation or in their explanation) that they know what the chosen word or phrase means and how it emphasises that Catullus doesn't deserve what he suffers.</p> <p>Accept linking <i>quaecumque</i> with <i>omnia</i> (line 3) to emphasise how much he has done for her/that it has all gone to waste</p>
2	expresses a valid point based on a relevant aspect of literary style, with accurate, relevant and suitably explained reference to Latin								
1	expresses a valid point, but is not fully supported by an appropriate aspect of literary style or reference to Latin								
0	point is not valid, or none is drawn								

			- <i>perierunt credita</i> ...: financial metaphor suggests he has been cheated of the reward he deserved.		
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Question		Answer	Mark	Guidance
5	(a)	Any two of: - the gods (can) pity/care for human beings - they can help humans even when they are close to death/humans can get help from the gods when things are bad - they reward good behaviour - they can relieve suffering	AO3 2	Accept points justified by the text, however expressed. Accept expressions of doubt as to whether the gods do these things.
5	(b)	(i) Any one of plague, pestilence, death (OLA), destruction, ruin	AO2 1	Do not accept 'illness'.
5	(b)	(ii) Any two of: - it has crept through his (inmost) limbs - it is like a paralysis/left him feeling numb - it has driven happiness away/made him very unhappy	AO2 2	Latin is not required

Question	Answer	Mark	Guidance						
6 (a)	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="398 341 1122 683"> <tr> <td data-bbox="398 341 450 475">2</td> <td data-bbox="450 341 1122 475">expresses a valid point based on a relevant aspect of literary style, with accurate, relevant and suitably explained reference to Latin</td> </tr> <tr> <td data-bbox="398 475 450 609">1</td> <td data-bbox="450 475 1122 609">expresses a valid point, but is not fully supported by an appropriate aspect of content or literary style or reference to Latin</td> </tr> <tr> <td data-bbox="398 609 450 683">0</td> <td data-bbox="450 609 1122 683">point is not valid, or none is drawn</td> </tr> </table> <p>Any two of the following or other valid points with suitable Latin reference:</p> <ul style="list-style-type: none"> – words used to describe the poison make it sound particularly horrible: <i>lues, udo veneno, ignem, flammam</i> – verbs in historic present makes action of the poison vivid – end words of 1st 3 lines stress what the poison was like – framing device of <i>udo ... veneno</i> emphasises how the liquid goes through her body – poison penetrates deep into her body: <i>sublapsa, pertemptat, ossibus implicat</i> – reinforcing prefixes of <i>sublapsa, pertemptat</i> – <i>ossibus ... ignem</i>: I assonance/consonant clusters emphasise what is happening. – <i>implicat</i> : ‘weaving’ metaphor vividly shows poison taking its grip. – <i>pertemptat ... percepit</i>: precise details show effect on her senses and bones but her mind still clear. 	2	expresses a valid point based on a relevant aspect of literary style, with accurate, relevant and suitably explained reference to Latin	1	expresses a valid point, but is not fully supported by an appropriate aspect of content or literary style or reference to Latin	0	point is not valid, or none is drawn	AO3 4	<p>Points may be of content or style. An appropriate Latin reference is needed in each case.</p> <p>Candidates must indicate (by translation or in their explanation) that they know what the chosen word or phrase means and must explain how it makes the description vivid.</p>
2	expresses a valid point based on a relevant aspect of literary style, with accurate, relevant and suitably explained reference to Latin								
1	expresses a valid point, but is not fully supported by an appropriate aspect of content or literary style or reference to Latin								
0	point is not valid, or none is drawn								

			<ul style="list-style-type: none"> – <i>necdum ... flammam</i>: her body is affected but her mind has not yet taken the full effects – there is worse to come. – <i>toto ... pectore</i>: P/T/C alliteration draws attention to point that she is not yet feeling the full effects – <i>mollius ... est</i>: soft consonants have a lulling effect <ul style="list-style-type: none"> – Amata is being reasonable for now but this won't last. 		
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Question		Answer	Mark	Guidance
7	(a)	<p>Either Latin word: <i>perfidus</i> English translation: treacherous, deceitful</p> <p>or Latin word: <i>praedo</i> English translation: pirate, robber, brigand, bandit</p>	AO2 2	Accept 'lying' Accept 'traitor/betrayer' Do not accept 'treacherous pirate' as the translation. Correct Latin word + wrong translation = 1 Wrong Latin word + any translation = 0 If two Latin words are given the overall mark is 0, even if the translation of either or both is correct.
7	(b)	(i)	Paris	AO2 1 Accept Alexandros/Alexander
	(b)	(ii)	he took Helen to Troy/abducted Helen/ran away with Helen/carried Helen off	AO2 1 'from Troy' is a harmful addition = 0

Guidance on applying the marking grids for the 5-mark set text translation

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of the passage (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic overall sense, they will score a maximum of 2.

A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Latin and is usually decided at standardisation after a judgment has been formed about the performance of candidates. The final decisions on what constitute 'inconsequential' and 'more serious errors' will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

Question		Answer	Mark	Guidance	
8	(a)	<p><i>si gener externa petitur de gente Latinis, idque sedet. Faunique premunt te iussa parentis, omnem equidem sceptris terram quae libera nostris dissidet externam reor et dicere divos.</i></p> <p>Suggested translation:</p> <p>If a son-in-law is sought* from a race/tribe/people foreign to the Latins (and) this/it is fixed, and the commands of (your) father Faunus overwhelm/press on you, I indeed/I for my part think that every land that is separate (and) free from our sceptre/power/from rule by us** is 'foreign' and this is what the gods mean/are saying.</p> <p>*If you are looking for a son-in-law ... ** ... (and) not ruled over by us/ independent of our rule</p> <p>Omission or mis-translation of any word is a more serious error unless otherwise stated below:</p> <p>Inconsequential errors include:</p> <p><i>id</i> (line 2) omitted</p>	AO2 5	5	Perfectly accurate with no errors or omissions, or one inconsequential error.
				4	Essentially correct but two inconsequential errors or one more serious error.
				3	Overall meaning clear, but more serious errors or omissions.
				2	Part correct but with overall sense lacking/unclear.
				1	No continuous sense; isolated knowledge of vocabulary only.
				<p>Accept any version that accurately renders the sense of the Latin.</p> <p>Do not accept 'foreign' for <i>externa ... de gente</i></p> <p>Incorrect syntactical structure of <i>terram ... reor</i> is one a 'more serious' error</p> <p>Omission or either <i>libera</i> or <i>dissidet</i> is a more serious error</p>	

Guidance on applying the marking grids for the 10-mark extended response

Two Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of literature) and **AO3** (Analyse, evaluate and respond to literature). The two Assessment Objectives are **equally weighted**. Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO2 = 6 and AO3 = 2.

Responses are credited for **AO2** for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text(s).

Responses are credited for **AO3** for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

For example, in relation to the question ‘*To what extent do you think the women in these poems behave badly*’, saying that Amata can’t be held responsible for her actions because she has been infected with divine poison would be evidence of **AO3**, whilst providing details of how the snake infiltrates Amata would be evidence of **AO2**.

10-mark grid for the extended response question

AO2 = 5 marks = Demonstrate knowledge and understanding of literature

AO3 = 5 marks = Analyse, evaluate and respond to literature

Level	Marks	Characteristics of performance
5	9–10	<ul style="list-style-type: none"> detailed knowledge and excellent understanding of the set text (AO2) well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3) <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
4	7–8	<ul style="list-style-type: none"> good knowledge and sound understanding of the set text (AO2) a good response to the question which is supported by some well-selected examples from the set text (AO3) <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
3	5–6	<ul style="list-style-type: none"> some knowledge and understanding of the set text (AO2) a reasonable response to the question which is supported by some examples from the set text (AO3) <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
2	3–4	<ul style="list-style-type: none"> limited knowledge and understanding of the set text (AO2) a limited response to the question which is occasional supported by reference to the set text (AO3) <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1–2	<ul style="list-style-type: none"> very limited knowledge and understanding of the set text (AO2) a very limited response to the question with very limited reference to the set text (AO3) <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question	Answer	Mark	Guidance
9	<p>To what extent do the women in these poems behave badly?</p> <p>Arguments may include (AO3):</p> <p><u>Amata</u></p> <ul style="list-style-type: none"> – she is behaving badly because she tries to overthrow divine instructions and later causes general mayhem/stirs up a war – but this is because Juno/Allecto has filled her with poison, so she is not responsible for her actions – the actions of the snake are a poetic way of showing how she lets her destructive feelings get out of control <p>But</p> <ul style="list-style-type: none"> – her concerns about breaking the marriage agreement with Turnus and/or about Aeneas' intentions towards Lavinia are reasonable – as a mother she is rightly concerned about her daughter's happiness and safety. <p>Possible supporting evidence (AO2):</p> <ul style="list-style-type: none"> – her knowledge that her husband has received instructions about Aeneas from the god Faunus; – the far-fetched arguments she uses to turn her husband against Aeneas and support Turnus' case; – details of how comprehensively the poison overwhelms her – but she was already 'on fire' with indignation and anxiety; – details of the concerns she has about her daughter, Aeneas and Turnus. 		<p>Candidates need not discuss every female who appears in these poems but they must discuss at least two women and refer to at least two of the poems to reach levels 4 and 5</p>

		<p><u>Allecto</u></p> <ul style="list-style-type: none"> – she is a female deity who is a sort of embodiment of evil and destruction, so is innately bad – she carries out the instructions of the (superior) goddess Juno so in a sense she has good reasons to act as she does. <p>Possible supporting evidence (AO2):</p> <ul style="list-style-type: none"> – details of how she uses the snake from her hair to spread poison – she intends to ‘throw the whole house into confusion’ <p><u>Medea</u></p> <ul style="list-style-type: none"> – because of her love for Jason she helped him steal the fleece and aided his escape by killing her brother: this shows her determination and ruthlessness – she sneers at Jason’s new wife and threatens awful revenge when Creusa is not the one to blame for the situation <p>But</p> <ul style="list-style-type: none"> – she is justified in being angry at the way Jason has left her after she helped him so much in the past – she cares about her children and is worried, quite reasonably, about how they will be treated <p>Possible supporting evidence (AO2):</p> <ul style="list-style-type: none"> – details of what she did to help Jason steal the golden fleece and escape from Colchis – details of what she says about the new wife (Glauke/Creusa) and of the threats that she makes 	<p>Accept discussion of Allecto (and Juno) as a valid example.</p>
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		<ul style="list-style-type: none"> – what she says about her children and the fears that she has for them – details (from outside Ovid’s text) of how she murdered Creusa with a poisoned robe and killed her own children to punish Jason/make good her own escape <p><u>Creusa/Glauke/Jason’s new wife:</u></p> <ul style="list-style-type: none"> – she sounds bad as she laughs at Jason’s nasty remarks, revels in luxury and is a threat to the previous wife’s children – but she would have no reason to doubt what Jason told her about Medea – and this is only supposition on Medea’s part: we have no idea what Creusa was really like. <p>Possible supporting evidence (AO2):</p> <ul style="list-style-type: none"> – any details from the description of Creusa that Medea gives. <p><u>Lesbia/Catullus’ girlfriend:</u></p> <ul style="list-style-type: none"> – she has abandoned Catullus although he loved her deeply – she has shown no gratitude for all the good he has done her; she is unchaste/has many lovers which sounds like bad behaviour – but if she didn’t love Catullus she was justified in leaving him – we only have Catullus’ picture of her character and he writes from a position of great pain <p>Possible supporting evidence (AO2):</p>		
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			<ul style="list-style-type: none">- details of what Catullus says about Lesbia: 'ungrateful' (twice); his emotional investment in her has gone for nothing; impossible for her to be chaste (whereas he has 'led a pure life'); he has broken no sacred trust, maybe implying that she has broken promises to him.- details of how much he is (still) suffering.		
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