

GCSE

Latin

J282/05: Verse Literature B

General Certificate of Secondary Education

Mark Scheme for June 2025

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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 RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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 RM Assessor 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, email or via the RM Assessor messaging system.

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **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.**
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:
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

6. Annotations

Annotation	Meaning
	Unclear (use rarely, possibly in case of illegibility)
	Benefit of doubt (may be used, but sparingly)
	Cross: indicates an error or omission
	Tick: indicates a correct answer or strong point
	Harmful addition
	Indicates an omission or a weak/incomplete point
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

7. Subject Specific Marking Instructions

Further guidance on MARKING Point 5 above

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 suggested 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)	(i)	Scarcely / (just) out of sight of / almost at / near / (almost) in sight of (1) (the land/island of) Sicily (1)	AO2 2	Accept 'on the open sea' for 1 mark. Insist on a translation of <i>vix conspectu</i> in some way.
1	(a)	(ii)	Latin word: <i>laeti</i> (1) Translation: happy/joyful/cheerful etc (1)	AO2 2	Accept adverb 'happily', etc.
1	(b)		Any one of: she hated them she felt wounded / slighted she was angry (with them) / resentful she wanted revenge	AO3 1	Accept other valid versions. Accept a literal translation 'she nursed an eternal would', etc.
1	(c)		keep/divert the Trojans / king of the Trojans/Aeneas (1) from (reaching) Italy (1)	AO2 2	Accept other versions, "avert Aeneas from Italy"

Question			Answer	Mark	Guidance
2			Burn / destroy the (Argive/Greek) fleet (1) Submerge / drown the men / the crew (in the sea) (1)	AO2 2	Insist on the correct object for each verb, i.e., 'destroy fleet' and 'submerge men'.

Question			Answer	Mark	Guidance						
3			Examples may include: <i>ipsa</i>: ‘she herself’, emphatic position of <i>ipsa</i> makes her responsible for all that follows <i>ipsa Iovis</i>: juxtaposition / association with <i>Iovis</i> puts her on a par with Jupiter’s power <i>ignem, flammis</i>: emphatic position reflects the power of the thunderbolt / repetition of fire imagery <i>disiecitque evertitque</i>: polysyndeton/parallel phrasing/violent language/compound verbs emphasise the havoc she causes <i>exspirantem transfixo</i>: emphatic / repeated ‘x’ consonant draws attention to the power of her strike <i>turbine corripuit</i>: ‘r’ alliteration / violent vocabulary emphasises her power to / <i>turbine</i> emphatically placed to <i>infixit scopulo acuto</i>: hard consonant ‘c’/’t’ alliteration through line / OR emphatic position on <i>acuto</i> to show her power to empale him on a sharp rock - repeated ‘fix’ stems (<i>transfixo, infixit</i>) show violence of Ajax’ fate	AO3 4	Accept any two points and award up to two marks each. Assess against point-by-point marking grid below. Style points only should be accepted. <table><tr><td>2</td><td>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>1</td><td>expresses a valid point, but is not fully supported by an appropriate aspect of literary style or reference to Latin</td></tr><tr><td>0</td><td>point is not valid, or none is drawn</td></tr></table> Candidates do not need to use technical terms for rhetorical or literary devices. It is sufficient to explain the literary effect without reference to terminology. <i>Do not accept generic references to polysyndeton ‘et’ / ‘que’ on their own without some reference to what is being joined together (e.g., Eurisque Notisque)</i> See pg. 3 ‘Short Answers’. Only mark the first response in each particular response space (either 1 or 2). Any further or remaining responses in each space should not then be marked. The only exception is when the candidate has written in only one of the response spaces – in this case, you may mark the first two responses. <i>Where candidates are attempting to ‘hedge their bets’ by writing multiple points, they should not get undue benefit.</i>	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
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										

Question			Answer	Mark	Guidance
					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). Candidates must indicate (by translation or in their explanation) that they know what the chosen word or phrase means and how it emphasises the power of Pallas Athena.

Question			Answer	Mark	Guidance
4			Any three of: • he hid them in (black) cave(s) • piled (great mass of) mountains over them • put a king in charge of the winds / gave them a king • gave the king a fixed contract / made a firm agreement with him • chose someone who knew how to control them (the winds) / gave a king who would obey orders	AO3 3	Latin is not required.

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.

		8-mark grid for the extended response question marks = Analyse, evaluate and respond to literature	AO3 = 8
Level	Marks	Description	
4	7-8	• 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 <i>The response is logically structured, with a well-developed, coherent line of reasoning.</i>	
3	5-6	• 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 <i>The response is well structured with a clear line of reasoning.</i>	
2	3-4	• 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 <i>The response presents a line of reasoning which is mostly relevant but may lack structure</i>	

Guidance on applying the 8-mark grids
“a range of relevant points with good development” would typically include four or more strong points. “a range of well-selected... features of literary style” would typically include two or more points of style.
“a range of sound points with some development” would typically include two to four strong points and may include additional underdeveloped points “relevant aspects of content and features of literary style” must contain at least one style point
“some points” would typically include one to three strong points or a range of underdeveloped points

1	1-2	• little engagement with the question • expresses points which are of little relevance and are supported with little evidence from the set text <i>The information is communicated in an unstructured way.</i>
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0=No response or no response worthy of credit.

Strong point (annotate with a tick):

- (i) a valid and well-understood textual reference (i.e., focused quotation from the Latin); **with**:
- (ii) a full explanation of its meaning that engages with the set question referring to **either content or style**.

Underdeveloped point (annotate with a caret):

- (i) a textual reference that is relevant **but is not well-understood**
- (ii) the explanation is not fully developed; or
- (iii) lacks a focused Latin quotation.

Typically a response in Level 1 would show a small number of underdeveloped points

Question			Mark	Guidance
5	(a)	Assess against the criteria in the 8-mark AO3 grid (see above). Points that emphasise the destructive nature of the storm may include: • <i>cavum conversa cuspide</i>: alliterative / crashing sounds creates foreboding of the destruction (<i>candidates must connect this with idea of 'destruction' for credit</i>); • <i>venti velut agmine facto</i>: the winds were like an army on the march / 'v' alliteration echoes winds blowing / panting to get out; • <i>ruunt et turbine terras perflant</i>: they rush/blow through the whole world/in a whirlwind, all emphasising their violence / encompassing word order / <i>per-</i> emphatic prefix to suggest 'blasting through' the lands / historic present used to show immediacy • <i>incubere ... totum ruunt</i>: they 'lie on' the sea and churn up everything • <i>ruunt ... ruunt</i>: repetition of <i>ruunt</i> to suggest speed of winds • <i>a sedibus imis</i>: extreme language, the winds churn up 'from the very depths'; • <i>Notus, Eurus, Africus</i>: series of proper names / tricolon OR polysyndeton emphasises how many winds there are, as if they are individuals causing destruction OR personification of Winds • <i>una Notusque Eurusque</i>: emphatic position of <i>una</i> reinforces the collaborative destruction of the winds • <i>creber procellis</i>: emphatic position of <i>procellis</i> / use of plural emphasises the stormy nature of Africus;	AO3 8	Both content and style points are acceptable. There must, however, be two stylistic references for an answer to reach level 4, and one stylistic reference for an answer to reach level 3. Candidates do not need to use technical terms for rhetorical or literary devices. It is sufficient to explain the literary effect without reference to terminology. For the top level, there should be very good engagement with the question, and good development of points; candidates who do not satisfy these requirements should not score in level 4 (7-8 marks) irrespective of the number of points made. Where candidates make more than one point on an individual quotation, they must show clear development of each in order to gain credit.

Question			Mark	Guidance
		• <i>vastos volvunt fluctus</i>: rolling imagery movement suggest surging sea / alliteration of 'v' draws attention to violent seas • <i>clamorque virum stridorque rudentum</i>: strong choice of words for 'noise' 'shrieking' / parallel phrasing show effect on both men and rigging/ships / polysyndeton shows the extent of the calamity / appeal to sense of sound • <i>eripiunt subito caelumque diemque</i>: <i>eripiunt</i> promoted to mark sudden change to darkness / OR polysyndeton / tautology of <i>caelum/diem</i> emphasises total removal of light • <i>nox atra incubat</i>: tautology of <i>atra</i> with <i>nox</i> emphasises lack of sight / blindness of the Trojans / personification of night • <i>intonuere poli et micat aether</i>: extent of thunder and lightning emphasised (<i>intonuere, crebris ignibus</i>), or appeal to senses, sound and sight • <i>omnia intendant mortem</i>: 'all things bring death' shows there is no escape for the men from the destruction • <i>praesentem mortem</i> – emphatic positions / hyperbaton (or enclosing word order) highlights extreme danger for the men		

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	
6			<i>extemplo Aeneae solvuntur frigore membra; ingemit et duplices tendens ad sidera palmas talía voce refert: ‘o terque quaterque beati, quis ante ora parentum Troiae sub moenibus altis contigit oppetere!</i>	AO2 5		
			Suggested translation:		5	Perfectly accurate with no errors or omissions, or one inconsequential error.
			Immediately / at once / straightaway / now Aeneas’ limbs give way in icy chill / icy fear / are loosened / paralysed in/with cold.		4	Essentially correct but two inconsequential errors or one more serious error.
			he groans and stretching/raising/holding up his two/both hands / palms towards the stars		3	Overall meaning clear, but more serious errors or omissions.
			he gives voice to / he spoke / he repeated (aloud) these words / such words / such things : ‘O three and four times blessed are those		2	Part correct but with overall sense lacking/unclear.
					1	No continuous sense; isolated knowledge of vocabulary only.
					Accept a variety of translations which accurately render the Latin.	
					Accept past tense translation of verbs in historic present.	

Question			Answer	Mark	Guidance
			to whom it befell to meet their death / those who happened to die / those who fell before the faces / eyes of their fathers beneath the high walls of Troy!		Allow: <i>ingemuit et tendens</i> = “he groaned and stretched” Allow a range for <i>frigore</i> = “icy fear”, “cold fear”, etc. Inconsequential error: None Serious error: All omissions of words. Do not allow ‘sky’ for <i>sidera</i>. Do not allow ‘with such a voice’ for <i>talia voce</i> Do not allow ‘replied’ or ‘reported’ for <i>refert</i>. Require sense of ‘stretching’ ‘holding up/upwards’ ‘raising’ ‘lifting’ for <i>tendens</i>, not simply ‘holding’ Do not allow present tense ‘it happens’ for <i>contigit</i>. - Maximum of 4 serious errors for 3 marks 5 or more serious errors equate to max 2 marks. For 2 marks, at least one full phrase must be translated correctly. - At least 4 words with the correct meaning for 1 mark

Question			Answer	Mark	Guidance
7	(a)	(i)	wishes he had died / been killed / he had fallen (1) at Troy / on the plains of Troy / on the battlefield OR by the (right) hand of Diomedes / son of Tydeus (1)	AO2 2	
7	(b)		when the river was rolling along / swept under (1) Any one of: shields / helmets / bodies (1)	AO2 2	Allow ‘was full of’, ‘was carrying’, ‘had seized beneath its waters’. Don’t require the name ‘Simois’.

Question			Answer	Mark	Guidance						
8			Answers may include: <i>stridens</i>: ‘howling’ of wind emphasises its power/ strong word choice / onomatopoeic <i>velum ferit</i>: the storm strikes the sail head-on / <i>fluctusque ad sidera tollit</i>: hyperbole as sea and sky meet / waves said to be as high as stars <i>franguntur remi</i>: short phrase / emphatic position of <i>franguntur</i> / alliteration / sound of the words stress the point / oars breaking mean the crew has no control over the ship <i>prora avertit et undis dat latus</i>: the ship is controlled by the storm; crew has no control; it ‘gives’ itself to the waves <i>insequitur aquae mons</i>: personification of mountain ‘following’, the wave ‘pursues’ the ship <i>cumulo praeruptus mons</i>: word choice ‘a steep mountain in a mass’, emphasis on the overawing size of the wave <i>aquae mons</i>: metaphor / vivid vocabulary evoking the ‘mountain of water’ / delay of (monosyllabic) key word to end of line	AO3 4	Accept any two points and award up to two marks each. Assess against point-by-point marking grid below. <table><tr><td>2</td><td>expresses a valid point based on a relevant aspect of content or literary style, with accurate, relevant and suitably explained reference to Latin</td></tr><tr><td>1</td><td>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>0</td><td>point is not valid, or none is drawn</td></tr></table> Points may be of content or style. An appropriate Latin reference is needed in each case. Candidates must indicate (by translation or in their explanation) that they know what the chosen word or phrase means and must indicate how it emphasises the danger. The Latin reference may be as little as a single word but <u>must be coherent and relevant</u> to the point being made. Candidates will express their answers in a wide variety of ways; accept any point which is relevant and convincing.	2	expresses a valid point based on a relevant aspect of content or 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
2	expresses a valid point based on a relevant aspect of content or 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										

Question			Answer	Mark	Guidance
9	(a)		Six	AO2 1	Allow 'three each'. Do not accept 'six each'.
9	(b)		Hurl them onto (hidden) rocks (1) Drive them onto sandbanks / drive them aground / drive them into the shallows / OR surrounded them / walled them in with sand (1)	AO2 2	Do not require candidates to specify which wind does what.

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 that Juno had good reasons to behave as she did’, saying that Juno acted immorally by bribing Aeolus would be evidence of AO3; saying that she offered him a beautiful nymph as his wife 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	Description
5	9-10	• 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) <i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i>

Guidance on applying the 10-mark grids

In order to show “detailed knowledge” (BP1) and “a range of ... examples from the set text” (BP2) in Level 5, there is an expectation that the answer includes some references to material not printed on the question paper.

“a range of well-selected examples” would **typically** include **five or more** strong points, each supported by a valid and well-understood textual reference.

4	7-8	• 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) <i>The response is logically structured, with a well-developed and clear line of reasoning.</i>
3	5-6	• 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) <i>The response presents a line of reasoning which is mostly relevant and has some structure.</i>
2	3-4	• 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) <i>The response presents a line of reasoning but may lack structure.</i>
1	1-2	• 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) <i>The information is communicated in an unstructured way</i>

0= No response or no response worthy of credit

Strong point (annotate with a tick):

- (i) a valid and well-understood textual reference (AO2) (i.e., focused quotation from the set texts); **with**
- (ii) full explanation of how the response addresses the question, including selecting relevant examples from the ancient sources they have studied (reference to material not printed on the paper); **and**
- (iii) drawing and expressing conclusions based on the selected examples in relation to the question posed (AO3).

Underdeveloped point (annotate with a caret):

- (i) a textual reference that is relevant but is not well-understood (AO2); and/or
- (ii) the explanation of its meaning and how it responds to the set question is not fully developed (AO3).

“some well-selected examples” would **typically** include **three to five strong** points, each supported by an accurate textual reference. May contain additional underdeveloped points.

“some examples” would **typically** include **two to four strong** points supported by textual references, some which may lack precision.

Typically includes **one to three strong** points or a range of underdeveloped points with occasional supporting textual references. The response would draw limited conclusions.

A very limited response would **typically** show a small number of undeveloped points

Question			Answer	Mark	Guidance
10*			To what extent do you think that Juno had good reasons to behave as she did? <i>Possible supporting evidence from the prescribed text (AO2) and arguments may include (AO3):</i> AO3 points may include: • Juno had good reasons according to her own way of looking at things: - she had been insulted when Paris judged Venus to be more beautiful - she knew that Trojan descendants would overthrow her favoured city of Carthage and she wanted to prevent this - she wanted to show that she was as powerful as Athena - by getting rid of Aeneas she would re-assert her power and authority as a goddess - she needed the help of Aeolus to create a storm so she flattered and bribed him to get him to release the winds • According to human morality most of her actions were bad: - she tries to shipwreck Aeneas just because he's a Trojan/even though he's done nothing to deserve it - she is vengeful and does not forget past slights	AO3 5 + AO2 5	To gain marks in AO3 candidates should deploy a range of these or other appropriate arguments in any combination depending on their individual view of the poems. To gain marks in AO2 candidates need to give detailed evidence from the text to support their arguments. For the top level (9-10) detailed knowledge and understanding with specific reference to the text is expected, along with overall well-argued response. For the top level, there should be very good engagement with the question, and good development of points; candidates who do not satisfy these requirements should not score in level 5 (9-10 marks) irrespective of the number of points made.

Question			Answer	Mark	Guidance
			- she is prepared to release a disastrous storm just to get back at Aeneas/not caring what havoc she causes - she uses bad methods to persuade Aeolus to do as she wants (grants banquets with the gods, offers Nymphs) - Trojans had suffered enough already in the war against the Greeks, Juno unfairly punishing them now / causing them to suffer beyond what they deserved / cruel to now kill them at sea where they could not be buried • She is also going against higher divine powers: - she is going against what the fates have decreed - she persuades Aeolus to break his contract with Zeus • Gods weren't expected to be 'good' and Juno needed to show that she was powerful and could reward her worshippers and punish her enemies. Supporting AO2 evidence can be drawn from: - Juno's support for Carthage and its fated destruction by descendants of Trojans - the slights that made her hate the Trojans - what she says about the revenge Pallas Athena took on Ajax - what she says to Aeolus and what she offers him in return for his services		

Question			Answer	Mark	Guidance
			- what she has done for Aeolus in the past and how this gives her the right to command him - the violence of the storm and the destruction which she is capable of causing.		

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