H

National
Qualifications
SPECIMEN ONLY

SQ27/H/02

Latin
Literary Appreciation

Date — Not applicable

Duration — 2 hours

Total marks — 60

Choose TWO SECTIONS — attempt ALL questions in your chosen Sections.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not you may lose all the marks for this paper.

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SQ27H02

MARKS

SECTION 1 — CATULLUS — 30 marks

Attempt ALL questions

Turn to PAGE ONE of the Prescribed Text.

1. Refer to **Poem 1**.

Catullus is being modest about his new book.

In what ways does he show this? **3**

Turn to PAGE TWO of the Prescribed Text.

2. Refer to **Poem 2**.

Catullus' impressions of Varus' girlfriend change during the poem. Analyse the ways in which his attitude changes. Refer to the text to support your answer. **3**

Turn to PAGE FOUR of the Prescribed Text.

3. Refer to **Poem 5**, lines 5-16 (*o Latonia . . . Luna*).

(a) In these lines, Catullus describes Diana. What does he tell us about her? **2**

(b) Explain how he uses language effectively in these lines. You may wish to refer to his arrangement and choice of words, imagery, sound or metre. **4**

Turn to PAGE SIX of the Prescribed Text.

4. Refer to **Poem 7**, lines 19-26 (*nunc . . . auspiciatorem?*).

In what ways does Catullus stress the happiness of the lovers? **3**

Turn to PAGE EIGHT of the Prescribed Text.

Refer to **Poem 13.**

5. (a) What does Catullus' lover say to him? **1**

(b) Catullus hopes that his lover is speaking the truth. In what ways does he express this? **3**

SECTION 1 — CATULLUS (continued)

6. What have you learned about life and society in the city of Rome from reading Catullus' poems? Support your answer with reference to the poems. **3**

7. Catullus changes the way he writes when describing different themes and situations. Identify and explain the ways in which he changes his style to suit the subject. Support your answer with reference to some of the poems you have read. **8**

MARKS

SECTION 2 — OVID — 30 marks

Attempt ALL questions

Turn to PAGE TEN of the Prescribed Text.

1. Refer to **Extract 2**, lines 1-6 (*fissus erat . . . solebant*).

(a) Ovid writes *quid non sentit amor?* (What can love not discover?)

Explain why this is relevant to the story at this point. **2**

(b) In lines 4–5 (*primi . . . iter*), Ovid speaks directly to the lovers.

(i) What does he say to them? **1**

(ii) What effect do you think Ovid is trying to achieve by speaking directly to the lovers? **1**

Turn to PAGE ELEVEN of the Prescribed Text.

2. Refer to **Extract 3**, lines 19–26 (*sed postquam . . . iacentes!*).

In these lines, Ovid portrays a vivid picture of Thisbe's distress. Identify the ways in which he does this. Refer to the text to support your answer. **4**

3. Although the story of Pyramus and Thisbe is set in the past, Ovid wrote this for Romans of his day. How much influence do you think Roman parents had on their children's marriage plans? Refer to the text to support your answer. **4**

Turn to PAGES THIRTEEN AND FOURTEEN of the Prescribed Text.

4. Refer to **Extract 7**, lines 1–3 (*mensam . . . fecit*), and to **Extract 8**, lines 4–7 ("They had" . . . "escape them").

Ovid tries to create humour in these lines. How successful is he in doing this? Refer to both extracts to support your answer. **4**

SECTION 2 — OVID (continued)

Turn to PAGE FOURTEEN of the Prescribed Text.

5. Refer to **Extract 9**, lines 9-13 (*vota . . . Philemon*).

In these lines Ovid describes the way in which Baucis and Philemon changed into trees in their old age.

In what ways is Ovid's use of language effective in describing this change?

You may wish to refer to the arrangement and choice of words, imagery, sound or metre. **6**

6. "The magical and unreal elements in Ovid's stories add to the reader's enjoyment."

To what extent do you agree with this statement? Support your answer with reference to both stories. **8**

MARKS

SECTION 3 — VIRGIL — 30 marks

Attempt ALL questions

Turn to PAGE FIFTEEN of the Prescribed Text.

1. Refer to **Extract 1** lines 1-6 ("It is said" . . . "foretold").

What was the relationship between the Fates and the Gods in Roman religion? Refer to the text to support your answer. **2**

Turn to PAGE EIGHTEEN of the Prescribed Text.

2. Refer to **Extract 7** lines 16-30 (*dissimulare etiam . . . exue mentem?*)

(a) Refer to lines 16-17 (*dissimulare etiam . . . decedere terra?*).

Explain how Virgil uses language effectively to convey emotion in these lines. You may wish to refer to the arrangement and choice of words, imagery, sound and metre. **4**

(b) In lines 25–30 (*mene fugis? . . . exue mentem*), Dido accuses Aeneas of abandoning his marriage and his promises. In your opinion, is this a fair accusation? Give reasons for your answer. **3**

Turn to PAGE NINETEEN of the Prescribed Text.

3. Refer to **Extract 9**, lines 1-12 (*tandem pauca refert . . . Pergama victis*).

In these lines, Aeneas attempts to defend himself against Dido's outburst.

(a) What does Aeneas say in order to defend himself? **4**

(b) Do you feel any sympathy for Aeneas at this point? Give reasons for your answer. **3**

SECTION 3 — VIRGIL (continued)

Turn to PAGE TWENTY of the Prescribed Text.

4. Refer to **Extract 13**, lines 1-11 (*urbem praeclaram . . . manus*).

(a) Give details of what Dido claims to have achieved. **2**

(b) How effective is Virgil's description of Dido's death? Refer to these lines to support your answer. **4**

5. What aspects of Aeneas' character can you find to praise or blame in his treatment of Dido?

Give reasons for your answer with reference to the text. **8**

MARKS

SECTION 4 — PLINY — 30 marks

Attempt ALL questions

Turn to PAGE TWENTY-TWO of the Prescribed Text.

1. Refer to **Extract 2,** lines 5-11 (*nubes incertum . . . terram cineremve sustulerat*).

Describe in detail what Pliny's uncle saw as he looked out across the bay. Refer to the text to support your answer. **4**

Turn to PAGE TWENTY-TWO of the Prescribed Text.

2. Refer to **Extract 2**, lines 18–22 (*deducit quadriremes . . . dictaret enotaretque*).

Identify features of language Pliny uses in these lines and explain how they help to emphasise the heroism of his uncle. **4**

Turn to PAGE TWENTY-FOUR of the Prescribed Text.

3. Refer to **Extract 6,** lines 2-5 (*unum adiciam . . . omnibus scribere*).

In these lines Pliny gives Tacitus some information. Explain why Pliny feels it is important to say these things to Tacitus. **3**

Turn to PAGE TWENTY FOUR of the Prescribed Text.

4. Refer to **Extract 8**, lines 3-9 (from "I don't know" . . . "I just concentrated on my book").

What areas of study were important in the education of a Roman boy like Pliny? Refer to the text to support your answer. **3**

Turn to PAGE TWENTY-FIVE of the Prescribed Text.

5. Refer to **Extract 9**, lines 5-11 (*egressi tecta consistimu . . . harenis detinebat*).

(a) Identify the ways in which Pliny emphasises the effects of the eruption in these lines. **3**

(b) Explain how these effects may lead to greater difficulty or disaster for the local people. **2**

SECTION 4 — PLINY (continued)

Turn to PAGE TWENTY-FIVE of the Prescribed Text.

6. Refer to **Extract 10**, lines 3–8 (from "Then my uncle's friend" . . . "as fast as he could").

Do you think Pliny and his mother were sensible to ignore the friend's advice?

Explain your answer with reference to the text. **3**

7. Evaluate how well Pliny manages to communicate the terror and/or helplessness felt by the people who personally experienced the eruption of Vesuvius, and their reaction in the face of the disaster. Justify your answer with reference to the text. **8**

MARKS

SECTION 5 — CICERO — 30 marks

Attempt ALL questions

Turn to PAGE TWENTY-SEVEN of the Prescribed Text.

1. Refer to **Extract 1**, lines 1–8 ("However, when springtime" . . . "rose petals").

What impression of Verres' character is Cicero trying to create in these lines? Explain your answer with reference to the text. **3**

Turn to PAGE TWENTY-EIGHT of the Prescribed Text.

2. Refer to **Extract 2**, lines 1-10 ("Now with regard" . . . "carry them out").

Cicero regards the Mamertines as accomplices in Verres' crimes. Identify what he says to support his view. **3**

Turn to PAGE TWENTY-EIGHT of the Prescribed Text.

3. Refer to **Extract 3**, lines 1–11 (from *cum propter istius* . . . *exhiberentur*).

Cicero uses a variety of rhetorical techniques to try to persuade the jury to agree with him. Identify techniques he uses in these lines and evaluate their effectiveness. **6**

Turn to PAGE TWENTY-NINE of the Prescribed Text.

4. Refer to **Extract 4**, lines 1–8 ("Now, as for his triumph" . . . "in chains").

Describe some key features of a standard Roman triumph with reference to the text. **3**

Turn to PAGE TWENTY-NINE of the Prescribed Text.

5. Refer to **Extract 5**, lines 1–8 (*hoc tu* . . . *navalis decerneretur*).

Show how Cicero uses language in these lines to keep the jury focused on his argument and on his side. Refer to the text to support your answer. **4**

SECTION 5 — CICERO (continued)

Turn to PAGE THIRTY of the Prescribed Text.

6. Refer to **Extract 7**, lines 16–28 (*propter hanc causam . . . securi feriebantur*).

Describe the ways in which Verres tries to conceal and/or defend his wrong-doing. Refer to the text to support your answer. **3**

7. To what extent do you think that Cicero has made an effective speech that would be likely to convict Verres of corruption? Refer to Cicero's arguments and/or to his use of language in the Latin and English extracts you have read. **8**

[END OF SPECIMEN QUESTION PAPER]

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Latin
Literary Appreciation

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

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General Marking Principles for Higher Latin Literary Appreciation

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in a candidate responses.

(a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.

(b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

(c) Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the writer's use of language reflected in their responses.

(d) Candidates should gain credit for the depth of their response and evaluative development of points made.

A 'point' is to be understood as either:

a. a piece of evidence taken from the text
b. an evaluative statement

In general, a mark will be awarded for each of the above so that an evaluative statement supported by a piece of evidence would attract 2 marks.

(e) Reference to the text: where candidates wish to comment on the effectiveness of a choice of word, rhythm, etc, it would be appropriate to quote the Latin. Where the question asks for a comment on the content, references should normally be in English. A direct literal translation is not necessary provided the candidate shows an understanding of the reference.

(f) In the extended response questions for each author (worth 8 marks), quotation from the text with appropriate translation may be used to provide evidence to support the response. In most cases, the wording of the question will ask candidates to 'refer to the text'. This instruction will mean:

- In language questions, where the rhythm, sound, alliteration, etc, are critical to answering the question, candidates will be expected to quote the Latin text verbatim to illustrate their response. In these cases a translation of the Latin will not be expected.
- Where the question refers to the story, argument, etc, candidates will not be expected to quote the Latin, or provide a word-for-word translation, but may simply provide a summary, eg 'Cicero says that no-one has seen the pirate captain'. There are insufficient marks allocated to the paper to allow for giving credit for quoting the Latin, translating it, and commenting on it. It is sufficient for the candidate to refer to the text in such a way as to provide evidence for a judgement or evaluation.

(g) The extended response question, worth 8 marks for each author, seeks to elicit knowledge, understanding, analysis and evaluation of a Latin text. While structure and English style are desirable, these are not intrinsic skills to be sampled in a Latin Course assessment and candidates should not be penalised on these grounds. Credit should be given, therefore, for an appropriate response to the question irrespective of whether it is structured in continuous prose or as a series of coherent bullet points.

(h) In the extended response questions for each author, worth 8 marks, credit should be given for any acceptable answer to an evaluation or analysis question, provided that the answer is justified by a valid reason.

(i)
i) For questions that ask candidates to "**Identify…**", candidates must present in brief form/name.
ii) For questions that ask candidates to "**Explain…**" or ask "**In what way…**", candidates must relate cause and effect and/or make relationships between things clear.
iii) For questions that ask candidates to "**Analyse**", candidates must identify literary or linguistic techniques and discuss their relationship with the ideas of the lines of the text referred to in the question, or the text as a whole. Literary or linguistic techniques might include word choice, imagery, tone, sentence structure, punctuation, sound techniques, and so on.
iv) For questions that ask candidates to "**Evaluate…**", candidates must make a judgement on the effect of the language and/or ideas of the text(s).

Marking Instructions for each question

Section 1 Catullus			Acceptable response	Additional guidance	Max mark
1			• Catullus uses the diminutive "little book" in lines 1 & 8. • He refers to his efforts in poetry as ("nugas") scraps/rubbish. • He asks the muse of poetry for her favour. • He hopes his poetry will survive for more than a generation. • Any other acceptable answer. Any three relevant points. 1 mark per point with reference to the text.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	3
2			*Possible points for analysis:* • Initially misogynistic/condescending: she is a "little lady" to be used/exploited. • Not stupid (as expected) — not the utterly clueless female. • He wants to impress her — "not to lose face". • He is embarrassed by her/and becomes angry ("like the bitch she was"). • His hurt pride leads to resentment — "nasty girl and quite uncouth". • Any other acceptable answer. Any three relevant points with appropriate explanation, making the attitude clear.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	3
3	a		• Diana (a goddess) is the daughter of Latona (a goddess). • Jupiter is her father. • Diana is described as the great daughter. • Diana was born on Delos. • She is the mistress of the woods/hills/valleys/rivers — listing of the areas where she is dominant. • She is Lucina. • She is goddess of the cross-roads (Trivia). • She is associated with the moon (Luna). Any two relevant points. 1 mark per point with reference to the text.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	2
	b		• Direct address in "o" and repetition of "tu" like a prayer. • Alliteration of "l" in "lumine Luna" showing respect/highlighting the moonlight.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award	4

Section 1 Catullus			Acceptable response	Additional guidance	Max mark
			• Alliteration of "m" in "maximi magna" to emphasise greatness. • Short lines/metre indicate that this is a hymn to be sung. • Any other acceptable answer. Any two relevant points with appropriate explanation. Some analysis of the effect of the literary/linguistic techniques of the author should be given.	marks to candidates' responses.	
4			• They love and are loved. • Septimius loves Acme more than great wealth. • Acme is faithful to Septimius (in her love). • No-one seems to be as blessed. • No-one is more likely to be favoured by Venus/Love. • Any other acceptable answer. Any three relevant points. 1 mark per point with reference to the text.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**3**
5	**a**		• There will be love between them forever. • Any other acceptable answer.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**1**
	b		• He calls on the gods to witness/make good her statement. • He wants reassurance that she promises truly. • He wants reassurance that she speaks from the heart. • He hopes "it will be allowed" for them to live out their lives. • Apparent desperation in the emphasis of the love being forever through repetition (*perpetuum/aeternum*). • It is to be a sacred bond between them suggesting importance/permanence. • Any other acceptable answer. Any three relevant points. 1 mark per point with reference to the text.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**3**

Section 1 Catullus			Acceptable response	Additional guidance	Max mark
6			Possible points: • It was a society where people read/valued books/poetry. • It was a society where there was criticism of literary work (poems 3 & 6). • It was a society where people entertained with wine/dinner (Fabullus, Sestius, Licinius). • It was a society with an interest in legal trials/rhetoric (poems 8 & 10). • There was respect for the gods (poem 5). • Making fun of friends in a witty way was acceptable. • Any other acceptable answer. Any three relevant points. 1 mark per point with reference to the text. Candidates are expected to demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**3**
7			Possible points: • Love poetry — short and intense (poems 11 & 13). • Witty comments about public figures focus on one episode/statement (poems 8 & 10). • Graceful word choice and imagery — heartfelt warmth to his home (poem 4). • Respectful address to Cornelius (poem 1). • Solemn hymn to Diana — metre for singing/use of "goddess", "alternative" names/first person (poem 5). • Passionate imagery and word choice (poem 7). • Wide range of literary devices to express his pain (poem 12). • Humour in his complaints about Varus' girlfriend/Calvus' present (poems 2 & 3). • Use of rhetorical questions and explanation of impact. • Use of direct address and explanation of impact. • Use of any named rhetorical technique and explanation of impact. • Any other acceptable answer.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**8**

Section 1 Catullus			Acceptable response	Additional guidance	Max mark
			Candidates are expected to identify, analyse and evaluate clear textual evidence to support the response. They may choose to focus on the use of language or the content, or both, in formulating their response. There should be a clear analysis of the text focused on the demands of the question.		

Section 2 Ovid			Acceptable response	Additional guidance	Max mark
1	a		• Love makes people resourceful. • The couple was determined to communicate (despite any obstacles). • They found a crack in the wall. • No-one had ever spotted the crack in the wall before. • Any other acceptable answer. Any two relevant points. 1 mark per point with reference to the text.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	2
1	b	i) ii)	• "You lovers first discovered it" (ie the crack). or • "You made it a channel for your voice" (or equivalent). • The direct address creates immediacy/vividness. • Any other acceptable answer.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	1 1
2			Possible points: • She strikes herself. • She wails. • She tears her hair. • She hugs Pyramus' body. • She bathes his wounds with her tears. • Her tears mingle with his blood. • She kisses his face. • Emotional actions. • Any other acceptable answer. Possible supporting explanations: • Vivid language. • Pathos — body/tears. • Showing emotional actions. • Repetition — Pyrame. • Direct address. • Shocking descriptions. • Any other acceptable answer. At least two points with supporting explanation of each point.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	4
3			Possible points: • The father normally chose a suitable husband for his daughter. • The father would do all the arranging of the marriage.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates'	4

Section 2 Ovid			Acceptable response	Additional guidance	Max mark
			• The father might consult the mother over marriage arrangements. • The daughter's choice of husband would need the approval of the father. • The father could ignore the daughter's wishes. • Marriage arrangements were often considered to be "business" deals. • Legally the father had complete power over his children. • The daughter often married at a young age. • Any other acceptable answer. Any four relevant points. 1 mark per point with reference to the text. Candidates are expected to demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world.	responses.	
4			Possible points: • The incident happened just when important guests arrived. • The table wobbled. • One of its legs was too short. • Baucis propped the table up with a piece of broken tile. • An old couple chasing after their one goose. • They were too old to keep up with it. • The goose did not want to get caught. • It seemed to know that they were wanting to sacrifice it. • Any other acceptable answer. Any two relevant points with appropriate explanation. Some analysis of the humorous effects of the extracts should be given. **Both** extracts need to be considered for the maximum 4 marks.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**4**
5			Possible points: Alliteration: • *Templi tutela* — to emphasise that they had guardianship of the temple. • *Vota...vita...* — to emphasise that their	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates'	**6**

Section 2 Ovid			Acceptable response	Additional guidance	Max mark
			prayer was granted for as long as they lived. • *Annis aevo... ante...* — to emphasise that they were now in old age. Repetition: • *Frondere... frondere…* — to show both were sprouting leaves. • *Philemona Baucis Baucida Philemon*: their names entwined like the trees. Imagery: • People gradually changing into trees — gradual return to nature/permanence/ seems like a natural process. Metre: • Scanning of a line to demonstrate the metre and explain its effect. • Any other acceptable answer. Any three examples. 1 mark per example. 1 mark for a valid comment on its effectiveness. Candidates will normally be expected to give three developed points. However, answers covering fewer points in more detail may attract full marks.	responses.	
6			Possible points in the Pyramus and Thisbe story: • Appearance of a lioness. • The berries of the tree becoming blood-stained forever. • Exotic references, eg Semiramis, Ninus, Babylon. • Suspense and excitement. • Romance. • Any other acceptable answer. Possible points in the Baucis and Philemon story: • Appearance of two gods. • The gods were in disguise. • Mercury was carrying his magic wand. • The wine bowl magically refilled. • The big flood. • Only their own house survived.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**8**

Section 2 Ovid			Acceptable response	Additional guidance	Max mark
			• The house changed into a temple. • Their request was granted. • They were changed into trees. • Any other acceptable answer. Maximum of 5 marks if only one story is discussed. Candidates are expected to identify, analyse and evaluate clear textual evidence to support the response. They may choose to focus on the use of language or the content, or both, in formulating their response. There should be a clear analysis of the text focused on the demands of the question.		

Section 3 Virgil			Acceptable response	Additional guidance	Max mark
1			Possible points: • The Fates were the ultimate arbiters of what would happen. • Just like human beings, the gods and goddesses were subject to the Fates. • Any other acceptable answer. Any two relevant points. 1 mark per point with reference to the text. Candidates are expected to demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**2**
2	**a**		*Effective because:* • Sound: repeated "s" sound: ***dissimulare etiam sperasti… posse nefas tacitus —*** sounds like someone hissing or spitting in anger. • Word choice: *nefas, perfide* are strong, accusatory words in Roman culture — would have been shocking and dramatic (*perfidus* commonly used by Romans of Carthaginians — ironic). • Metre: **dīssĭmŭ l lār(e) ĕtĭ l ām spē l rāstī, l pērfĭdĕ, l tāntŭm** **pōssĕ nĕ l fās tăcĭ l tūsquĕ mĕ l ā dē l cēdĕrĕ l tērrā.** • The metre is dactylic, which suggests speed and urgency of delivery and gives a strong, emphatic rhythm. • Any other acceptable answer. Any two examples. 1 mark per example. 1 mark for a valid comment on its effectiveness.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**4**
	b		Yes: possible points: • Aeneas has entered into a relationship with Dido which implied that he loved her and was committed to her. • He has let her believe that he was going to stay and not said that he had to leave. • Any other acceptable answer.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**3**

Section 3 Virgil			Acceptable response	Additional guidance	Max mark
			No: possible points: • Dido and Aeneas have not actually married — it is all in Dido's imagination. • Aeneas has not made any explicit promise to Dido — she should not have read anything permanent into it. • Dido knows all about Aeneas' mission to Italy — she should have expected him to leave ultimately. • Any other acceptable answer. Any three relevant points. 1 mark per point with reference to the text.		
3	**a**		Possible points: • He will not deny the debt of gratitude he owes to Dido. • He will never stop thinking about her. • He did not plan to go away in secret. • He did not pretend to marry her. • He did not make any formal agreement with Dido. • He is not able to do what he wants/not subject to his own will. • If he had had the choice, Troy would still stand. • He would have restored Troy for its beaten citizens. • Any other acceptable answer. Any four. 1 mark per point with reference to the text.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**4**
	b		Yes: possible points • He was going to tell Dido, so she is wrong in accusing him of going behind her back. • He hadn't actually made promises. • They hadn't actually married. • He is not able to do what he wants. • He has to do his duty to the gods. • He is under the control of the Fates. • It is not his fault he and Dido fell in love. • Any other acceptable answer. No: possible points • He should have told Dido as soon as Mercury warned him, and not let her	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**3**

Section 3 Virgil			Acceptable response	Additional guidance	Max mark
			hear by accident that he was leaving. • He should have been clear from the beginning that he did not intend a permanent relationship. • He should not have let the relationship develop at all if he did not mean it to continue. • Any other acceptable answer. Any three relevant points. 1 mark per point with supporting analysis of the conflict described in the text.		
4	**a**		Possible points: • She has built a famous city. • She has seen her ramparts stand. • She has taken revenge on her hostile brother. • Any other acceptable answer. Any two relevant points. 1 mark per point with reference to the text.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**2**
	b		Possible points: Effective: • The suddenness is shocking. • The presence of onlookers makes the reader feel involved. • The graphic description of the spurting blood is brutal and leaves nothing to the imagination. • Dido's reflections give a sense of pathos and tragedy. • Any other acceptable answer. Not effective: • The description is disgusting rather than tragic. • Any other acceptable answer. Any two relevant points with supporting analysis of the effect of the literary/linguistic techniques used by the author.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**4**

Section 3 Virgil			Acceptable response	Additional guidance	Max mark
5			Possible points Praise: • He puts his duty ahead of his personal happiness. • He is conscious of his obligations to others. • He obeys the orders of the gods. • He feels sorry for Dido. • Any other acceptable answer. Blame: • He allows his relationship with Dido to start even though he is not able to commit himself to her. • He is not honest with her at the start of the relationship. • He allows himself to be distracted and delayed. • He is hesitant and puts off telling her about his departure until it is too late. • He is insensitive and legalistic in his defence of his actions. • He agonises rather than take positive decisions. • Any other acceptable answer. Candidates are expected to identify, analyse and evaluate clear textual evidence to support the response. They may choose to focus on the use of language or the content, or both, in formulating their response. There should be a clear analysis of the text focused on the demands of the question.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**8**

Section 4 Pliny			Acceptable response	Additional guidance	Max mark
1			Possible points: • A cloud was rising from a mountain. • It was not clear from which mountain. • It had the shape of a pine tree. • It rose in a trunk. • It spread into branches. • It was spreading sideways across the sky. • It was white in places. • It was spotted/dark in places. Any four relevant points. 1 mark per point with reference to the text.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**4**
2			1 mark for identifying events in the narrative which give an impression of heroic behaviour. Possible points: • Bringing help not only to Rectina, but to many. • Taking on the role of a saviour for all, not just a friend (neat balance). • He hurried into the place which everyone was *leaving*. Contrasts his heroic action with others. **And** 1 mark for explaining how language described helps to emphasise his uncle's heroic behaviour. Possible points: • *Rectumque cursum recta gubernacula in periculum tenet*. Repetition of *rectum/recta* emphasises heroism of entering danger. • Omnes *illius mali motus, omnes figuras…dictaret enotaretque*/noting every movement of that disaster, every phase. • Repetition of *omnes*/balanced phrasing/alliteration of *mali motus* to emphasise his calmness. Any two relevant points with supporting analysis of the effect of the literary/linguistic techniques used by the author.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**4**

Section 4 Pliny			Acceptable response	Additional guidance	Max mark
3			Possible points: • Pliny witnessed everything he has mentioned. • Or he heard about everything at the time. • This is when the truth is most clearly remembered/reported. • Tacitus is writing a history. • Any other acceptable answer. Any three relevant points. 1 mark per point with reference to the text.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**3**
4			Possible points: • Learn to take notes/learn to write out lines, etc. • Learn to read texts/to write out lines from famous authors. • Learn passages of literature off by heart. • Learn how to write well/learn Latin grammar by example. • Learn how to write letters. • Study great authors such as Livy. • Any other acceptable answer. Any three relevant points. 1 mark per point with reference to the text. Candidates are expected to demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**3**
5	**a**		Possible points: He says: • Vehicles were rolling backwards and forwards though the ground was flat (earth tremors moving them.) • Even stones jammed under them did not keep them still. • The sea had flowed back away from the coast. • Sea creatures were left on dry land as a result. • Any other acceptable answer. Any three relevant points with reference to the text.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**3**

Section 4 Pliny			Acceptable response	Additional guidance	Max mark
	b		Possible points: • Earth tremors could bring down houses. • Earth tremors could break holes in the ground. • The moving wagons could injure people. • The sea could rush back like a tsunami. • Any other acceptable answer. Any two relevant points with reference to the text.		2
6			Possible points: • Uncle is trying to save others, so would want them to save themselves. • If uncle is dead then he would not want them to die too. • Any delay will increase their chance of danger. • It is caring to want to know uncle is safe. • BUT it is foolish as it cannot help whether they know or not. • Any other acceptable answer. Candidates may explain points for both the friend's and Pliny's answer. Any three relevant points. 1 mark per point with reference to the text.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	3
7			Possible points: The phenomenon was very strange and frightening to look at: • A strange cloud, shaped like a tree. • The darkness was blacker and denser than any night. • A terrible black cloud was split by surges of fire. • We had many strange experiences, many fears. There were genuine physical hazards: • Not only fears but also hazards I endured. • No escape except by boat. • Danger of being trampled by the crowd. • Looking for parents, children, wives. • Flames causing others to flee, but restoring him.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	8

Section 4 Pliny			Acceptable response	Additional guidance	Max mark
			People were panicking: • Terrified by the danger threatening her. • A panic-stricken mob followed us. • We had many strange experiences, many fears. • Without further delay our friend rushed off. • My mother implored, urged, ordered me to flee. • The screams of women, wailing of infants, shouts of men. • Some prayed for death in their fear of dying. • Others were calm but still frightened. • Any other acceptable answer. Candidates are expected to identify, analyse and evaluate clear textual evidence to support the response. They may choose to focus on the use of language or the content, or both, in formulating their response. There should be a clear analysis of the text focused on the demands of the question.		

Section 5 Cicero			Acceptable response	Additional guidance	Max mark
1			Possible points: • Idle. • Indulgent. • Behaving like a king. • Soft, lacking military hardihood. • Any other acceptable answer. 1 mark for one suitable impression. Possible supporting evidence: • Like some king of Bithynia. • Carried in an eight-slave litter. • Cushion of transparent Maltese linen/finest linen mesh. • Stuffed with rose petals/filled with rose petals. • Garland on his head, another round his neck. • Any other acceptable answer. Candidates should supply any two relevant points in support of their evaluation of Verres' behaviour.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**3**
2			The evidence suggests they were accomplices. Possible points: • They provided a merchant ship. • They did not provide a patrol boat. • They allowed him to store his goods in the town. • They witnessed the thefts. • They safeguarded the thefts. • Verres would have to make a "very strong appeal" to get them to do their duty. • They merchant ship was "payment" to exempt the Mamertines from government control/obligation. • Any other acceptable answer. Any three relevant points. 1 mark per point with reference to the text.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**3**
3			Two examples are required. 1 mark for each example, 1 mark for correct identification of technique and 1 mark for	Markers should use their professional judgement, subject knowledge and experience, and understanding to award	**6**

Section 5 Cicero			Acceptable response	Additional guidance	Max mark
			comment on its effectiveness. Possible techniques and evaluative comments: • *Quae praedam praetori non quae praedonibus metum.* Alliteration **or** balanced phrase **or** chiasmus. • Designed to associate Verres with the pirates, using resemblance between *praetori* (governor) and *praeda* (booty) and *praedonibus* (pirates). *Non ceperunt, sed abduxerunt.* Balanced phrasing **or** internal rhyme. Plus suitable comment. • *Captam atque depressam/non capta est, sed inventa.* Two balanced participles. Plus suitable comment. • *Plena iuventutis formosissimae.* Figurative language "full of the most beautiful youth". Plus suitable comment. • Any other relevant technique with an example and comment. Some analysis of the effect of the literary/ linguistic techniques used by the author should be given.	marks to candidates' responses.	
4			Possible points: • Captives from the war were paraded. • Leading captives were executed. • Ceremony for victorious general. • Victory was complete. • New territory had been added to the empire. • General travelled in a chariot. • General's army marched behind him. • Spoils of war were paraded. • Sacrifices took place for the gods. • Musicians played.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**3**

Section 5 Cicero			Acceptable response	Additional guidance	Max mark
			• General wore purple robe/laurel crown. • General's face was painted terracotta. • Any other acceptable answer. Any three relevant points. 1 mark per point with reference to the text. Candidates are expected to demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world.		
5			1 mark for each reference to language use which is deliberately engaging (to maximum of 2). **And** 1 mark for developing adequate explanation for any individual reference (to maximum of 2). Possible points: • Repetition of *quam ob rem/quam ob causam*. • Creates the effect of bullying or pressurising Verres. • Uses rhetorical questions — getting the jury to think of their own answers and so engage with what Cicero is saying. • Alliteration, eg *supplicium non sumpsisti*. • Repeats "give me one example" in different way. • Uses sarcasm (for your triumph, I suppose). Any two relevant points with appropriate explanation.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**4**
6			Possible points: • Substituted Roman citizens. • He claimed they had been rebel soldiers of Sertorius. • He said they had been run aground here on the way from Spain. • Said they had been with the pirates of their own will. • He covered the heads of the citizens. • Brought them to the stake at different times.	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**3**

Section 5 Cicero			Acceptable response	Additional guidance	Max mark
			• Any other acceptable answer. Any three relevant points. 1 mark per point with reference to the text.		
7			The answer should discuss separate parts of the text to show how far the evidence would justify the conviction of Verres, and/or how effectively Cicero has presented his arguments through his use of language. 1 mark should be awarded for referring to a suitable piece of evidence and a second can be awarded for discussion of each piece of evidence. Possible points of evidence: • Disputes were brought in secretly, and a little later the decisions were brought out in full view. • Received a ship and assistance from Mamertines. • Ordered that everything should be displayed to him intact. • *Quasi praeda sibi invecta, non praedonibus captis*; comparing Verres to a pirate by suggesting that the goods were his booty. • He took money secretly from the pirates for the captain's freedom — he should have executed him. • Verres hides the pirate captain — suggests Verres did not dare to let anyone see him because he was a fake pirate. • He executed Roman citizens in place of the valuable pirates he had sold as slaves for his own gain; Roman citizens had legal status which prevented their being executed without trial. Possible language features for discussion: **Sarcasm** • So enduring/energetic that no-one ever saw him sitting on horseback. • Remaining time was owed to Bacchus and • Outstanding and singular attention to duty — Verres only works hard at organising his own fun. • (chosen from a highly respectable family, mind you). • Scrupulous in his observance of those	Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidates' responses.	**8**

Section 5 Cicero			Acceptable response	Additional guidance	Max mark
			laws which were laid down at drinking parties. **Ridicule** • Why? For your triumph I suppose — This is his great achievement, his famous victory — mocking Verres' shameful deeds as if they were military achievements. • Carried right into the bedroom in the self-same litter — Although he was lying drunk on the beach with his women he got up. • Apronius the land-pirate — mocking Verres' tax inspector by saying he is as dishonest and rapacious as the pirates. **Exaggeration** • Skeleton-crewed ships. **Emotion** • He would feel his job worthwhile even if it killed him. **Techniques such as repetition, tricolon, word-play:** emphatic and memorable. • **Direct address to the jury**: attracting their sympathy. • Any other acceptable answer. Candidates are expected to identify, analyse and evaluate clear textual evidence to support the response. They may choose to focus on the use of language or the content, or both, in formulating their response. There should be a clear analysis of the text focused on the demands of the question.		

[END OF SPECIMEN MARKING INSTRUCTIONS]