



National
Qualifications
SPECIMEN ONLY

S843/75/11

**Latin
Literary Appreciation**

Date — Not applicable

Duration — 2 hours

Total marks — 60

Choose **TWO** sections — Attempt **ALL** questions in your chosen sections.

Section 1 — CATULLUS — 30 marks

Section 2 — OVID — 30 marks

Section 3 — VIRGIL — 30 marks

Section 4 — PLINY — 30 marks

Section 5 — CICERO — 30 marks

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.



* S 8 4 3 7 5 1 1 *

SECTION 1 — CATULLUS — 30 marks

Attempt ALL questions

1. Refer to **Poem 1** (*vivamus mea Lesbia . . .*).
- (a) What are the *rumores* (rumours) to which Catullus refers in line 2? 1
- (b) Although *lux* (line 5) and *nox* (line 6) usually mean “light” and “night”, what do these words refer to here? 2
- (c) Explain why there is so much repetition in lines 7–10. 2
2. Refer to **Poem 2** (That man seems . . .).
- (a) In line 9, Catullus says that he feels “a thin flame” in his limbs. Explain what he means by this. 2
- (b) Do you think Lesbia would have liked this poem? Explain your answer. 2
3. Refer to **Poem 6** (*miser Catulle . . .*).
- (a) In line 9, Catullus calls himself *impotens* (weak). Give **two** reasons why he feels like this. 2
- (b) In lines 15–18, Catullus asks a lot of questions.
- (i) Identify who he is speaking to in these lines. 1
- (ii) What is the tone of these questions? 1
4. Refer to **Poem 7** (*cenabis bene . . .*).
- This poem is an invitation from Catullus to his friend Fabullus.
- (a) Identify any **two** things which Catullus asks his friend to bring to the party. 2
- (b) Why is Catullus unable to provide a good dinner? 1
- (c) Do you think this will be a good party? Explain your answer. 2
5. Refer to **Poem 8** (*multas per gentes . . .*).
- (a) Explain why Catullus has made such a long journey. 2
- (b) Discuss the ways in which Catullus shows his sadness in this poem through his choice of words. 4

6. Refer to **Poem 9** (*Asinius Marrucinus . . .*).

In lines 9–10, what does Catullus threaten to do and why?

2

7. Catullus' poetry reveals a lot about Roman social life.

From your reading of his work, what have you learned about the social life of the Romans?

4

[Turn over

SECTION 2 — OVID — 30 marks

Attempt ALL questions

8. Refer to **Extract 1**, lines 1–7 (*Daedalus . . . building*).
- (a) Ovid uses a simile to describe the maze. What is the maze compared to? 1
- (b) Do you think the simile is a good one? Give reasons for your answer. 2
9. Refer to **Extract 2**, lines 7–10 (*nam ponit . . . aves*).
- (a) Describe the method Daedalus used to make the wings. 3
- (b) Why does Ovid refer to *veras . . . aves* (real birds) in line 10? 1
10. Refer to **Extract 2**, lines 10–15 (*puer . . . opus*).
- (a) Give **two** details which suggest that Icarus did not understand the seriousness of his father’s work. 2
- (b) In line 12, why is Icarus described as *ore ridenti* (with a shining face)? 1
11. Refer to **Extract 2**, lines 18–26 (*instruit . . . nato*).
- (a) Give **three** instructions which Daedalus gave to Icarus. 3
- (b) In what ways does Ovid show Daedalus’ anxiety at this point in the story? Refer to the text to support your answer. 3
12. Refer to **Extract 2**, lines 32–35 (*hos aliquis . . . deos*).
- In these lines, Ovid describes three people who saw Daedalus and Icarus flying above them.
- (a) Explain what each of these three people was doing at the time. 3
- (b) What did they think they were seeing? Explain why they thought this. 2

13. Refer to **Extract 3**, lines 4–10 (Your sister . . . fallen).

(a) Why was Daedalus jealous of Talus?

1

(b) Consider what happened to Icarus and to Talus in the end. In what ways are their fates similar? In what ways are they different?

4

14. In this story, Ovid describes the relationship between a father and a son.

Do you think the Romans would have considered Daedalus to be a good father to Icarus, or not? Explain your answer.

4

[Turn over

SECTION 3 — VIRGIL — 30 marks

Attempt ALL questions

15. Refer to **Extract 1**, lines 1–6 (Everyone fell silent . . . from weeping?).
- (a) What story was Aeneas beginning to tell? 1
- (b) Why did he know so much about it? 1
16. Refer to **Extract 2**, lines 1–6 (*et iam . . . incipiam*).
Give **two** reasons why Aeneas was not keen to tell his story. 2
17. Refer to **Extract 2**, lines 6–10 (*fracti . . . vagatur*).
- (a) Why did the Trojans think the Greek leaders wanted to leave? 2
- (b) What made the horse unusual? 2
18. Refer to **Extract 2**, lines 14–16 (*est in . . . carinis*).
- (a) Give **two** details about Tenedos. 2
- (b) Why did the Greeks decide to go to Tenedos? 2
19. Refer to **Extract 2**, lines 20–21 (*panduntur . . . relictum*).
Identify **two** examples of alliteration in these lines. Describe the effect of **one** of these. 3
20. Refer to **Extract 4**, lines 6–10 (*aut hoc . . . ferentes*).
- (a) What did Laocoon think the purpose of the wooden horse was? 3
- (b) What advice did Laocoon give? 2
21. Refer to **Extract 4**, lines 11–14 (*sic fatus . . . cavernae*).
- (a) What action did Laocoon take? 1
- (b) Why did he do this? 2

22. Refer to **Extract 5**, lines 1–4 (So, as . . . defeat).

Do you agree with Aeneas that the Trojans were hard to defeat? Give reasons for your answer.

3

23. What have you learned about ancient religion from reading this story?

4

[Turn over

SECTION 4 — PLINY — 30 marks

Attempt ALL questions

24. Refer to **Extract 1**, lines 1–4 (*per silentium . . . quatiebatque*).
- (a) Give **two** details which show that the ghost’s arrival was frightening. 2
- (b) Give **three** details which show that the ghost’s appearance was frightening. 3
25. Refer to **Extract 2** and **Extract 3**.
- (a) Why do you think Athenodorus was keen to rent the house, even after he had been told it was haunted? 2
- (b) Consider Athendorus’ reaction towards the ghost (in **Extract 3**) **and** the reaction of the previous owners towards the ghost (in **Extract 2**).
What was different about Athenodorus’ behaviour? 2
26. Refer to **Extract 3**, lines 6–10 (*ille . . . incumbit*).
- (a) Describe how Athendorus behaved when the ghost first tried to get his attention. 3
- (b) Was this behaviour, in your opinion, brave or foolish? Refer to the text to support your answer. 2
27. Refer to **Extract 6**, lines 1–3 (*delphinus . . . terrae*).
In these lines, Pliny makes the scene more lively for his readers by his clever use of language. Explain how he does this. 4
28. Refer to **Extract 6**, lines 9–13 (*accedunt . . . augetur*).
- (a) After the local people stopped being ashamed of their fear of the dolphin, in what ways did they make contact with the dolphin? 2
- (b) What evidence is there that a strong bond of friendship developed between the first boy and the dolphin? 2

29. Refer to **Extract 7**, lines 5–6 (As the . . . secret).
- (a) Do you think it was right or wrong to kill the dolphin? Explain your answer with reference to the text. 2
- (b) Suggest **two** alternatives to killing it. 2
30. What can a modern reader learn about Roman attitudes towards animals from reading the story of the dolphin? 4

[Turn over

SECTION 5 — CICERO — 30 marks

Attempt ALL questions

31. Refer to **Extract 1**, lines 4–5 (*ut rictum . . . solent*).
Explain how a well-loved statue had become slightly damaged. 2
32. Refer to **Extract 1**, lines 5–8 (*ad hoc . . . repelluntur*).
- (a) Describe what happened one night at the temple. 3
- (b) What details does Cicero give to emphasise the violence of the attack? 2
33. Refer to **Extract 2**, lines 1–5 (After that . . . and staff).
In these lines, Cicero continues to describe the attack on the temple. Explain why the jury would have been shocked by what they heard. 2
34. Refer to **Extract 3**, lines 1–7 (*nemo . . . milites*).
Cicero is good at creating a sense of drama and excitement. Explain how he does this in these lines. 4
35. Refer to **Extract 3**, lines 7–8 (*duo . . . revertantur*).
- (a) What did Verres' men take from the temple? 1
- (b) Do you think Verres would have been pleased with what his men brought back to him, or not? Give a reason for your answer. 1
36. Refer to **Extract 5**, lines 3–9 (*in ea . . . oportere*).
- (a) Give **three** reasons why the people of Tyndaris felt very sorry for Sopater. 3
- (b) Consider Verres' behaviour in these lines. Do you think a Roman governor was right to behave like this? Explain your answer. 2
- (c) There was a strong reaction from the ordinary people of Tyndaris. What did they decide to do, and why? 3

37. Refer to **Extract 5**, lines 9–11 (*tum frequens . . . aufertur*).
- (a) What decision did the Senate finally make? Do you think it was the right decision? Give a reason for your answer. 2
- (b) What might the jury’s reaction have been to Verres’ behaviour at this point? 1
38. What could we learn about violence in Roman society from reading this story today? 4

[END OF SPECIMEN QUESTION PAPER]



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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 National 5 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 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) If a specific candidate response does not seem to be covered by either the general marking principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Give credit to candidates 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.

- (e) Give credit to candidates for the depth of their response and evaluative development of points made. A point may be:

- a piece of evidence from the text
- an evaluative statement

For example, award **one mark** for an evaluative statement, and a **further mark** for a piece of evidence supporting the statement.

- (f) Where candidates refer to the text to comment on the effectiveness of word choice, rhythm etc, it is appropriate to quote the Latin. A direct literal translation is not necessary provided that candidates show an understanding of the reference.

Where the question asks for a comment on the content, references should normally be in English.

Do not award any marks where candidates quote Latin directly from the text without showing knowledge of its meaning or purpose.

- (g) There are five types of question used in this question paper. Each assesses a particular skill, namely:

- A Identify/Give
- B Explain/In what way
- C Analyse
- D Evaluate
- E Discuss

A Questions that ask candidates to **Identify/Give**
Candidates should name, or present their response in brief form.

B Questions that ask candidates to **Explain** or ask **In what way**
Candidates should relate cause and effect and/or make relationships between things clear.

- C Questions that ask candidates to **Analyse**
Candidates should 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, simile, tone, sentence structure, sound techniques etc.
- D Questions that ask candidates to **Evaluate**
Candidates should make a judgement on the effect of the language and/or ideas of the text(s).
- E Questions that ask candidates to **Discuss**
Candidates should make analytical and evaluative responses, such as communicating ideas and information on literary techniques or culture, or debating two sides of a statement.

Generally, the style of question and number of marks available indicate the number of points candidates should make in their responses.

Detailed marking instructions for each question

Section 1 - Catullus

Question		Expected answers	Max mark	Additional guidance
1.	(a)	Any one from: <ul style="list-style-type: none"> ◆ rumours about the love affair between Catullus and Lesbia ◆ gossip/scandal being spread around ◆ criticisms of old people or any other valid point.	1	
	(b)	◆ <i>lux</i> - here means life; <i>nox</i> - here means death	2	1 mark for each point. No other interpretations are acceptable.
	(c)	Any two from: <ul style="list-style-type: none"> ◆ emphasises lots of kissing ◆ suggests numbers of kisses are being totalled up ◆ suggests obsessive behaviour ◆ he enjoys kissing her ◆ he does not want the kissing ever to stop or any other valid point.	2	

Question			Expected answers	Max mark	Additional guidance
2.	(a)		Any two from: <ul style="list-style-type: none"> ◆ he feels (heat of) love ◆ feels passion ◆ feels jealousy ◆ feels hot flushes or any other valid point.	2	
	(b)		Any two from: Yes: <ul style="list-style-type: none"> ◆ flattered ◆ enjoys power over him ◆ enjoys his devotion to her ◆ pleased Catullus is envious of the man talking to her No: <ul style="list-style-type: none"> ◆ embarrassed by his devotion to her ◆ taken aback at his intensity or any other valid point.	2	A combination of yes and no responses is acceptable.
3.	(a)		Any two from: <ul style="list-style-type: none"> ◆ he wants to break free from Lesbia but can't ◆ he feels tempted to make up with her ◆ it is difficult to walk away from a long-term relationship ◆ he is unable to resist Lesbia's charms or any other valid point.	2	
	(b)	(i)	◆ Lesbia/girlfriend	1	
	(b)	(ii)	Any one from: <ul style="list-style-type: none"> ◆ angry/bitter/resentful tone (or similar) 	1	

Question		Expected answers	Max mark	Additional guidance
4.	(a)	Any two from: <ul style="list-style-type: none"> ◆ dinner/food ◆ girl ◆ wine ◆ wit/salt ◆ laughter 	2	
	(b)	Any one from: <ul style="list-style-type: none"> ◆ he has no money ◆ his purse is empty/full of cobwebs 	1	
	(c)	Any two from: Yes: There will be food, wine, girls, friendship, laughter. No: There will be a small party with limited supplies (depending on what Fabullus brings along). or any other valid point.	2	To gain 2 marks, candidates must discuss what makes a good party.

Question		Expected answers	Max mark	Additional guidance
5.	(a)	<p>Any two from:</p> <ul style="list-style-type: none"> ◆ his brother has died abroad ◆ he is very close to his brother ◆ he wants to visit his brother's grave ◆ he wants to pay his last respects <p>or any other valid point.</p>	2	
	(b)	<p>Award 1 mark for any from:</p> <ul style="list-style-type: none"> ◆ words which express sadness: <i>miser, tristi, indigne</i> ◆ alliteration of letter "m" to convey grief: <i>multas, multas, multum, manantia</i> ◆ sad imagery: silent ashes, fate has stolen brother, weeping ◆ Catullus speaking directly to his brother ◆ he has travelled a long way to do this ◆ he tells him goodbye forever <p>or any other valid point.</p> <p>1 mark for identifying a use of language 1 mark for a reference to the text 1 mark for a valid comment on its use</p>	4	<p>To gain a mark, candidates need to refer to the text and give a reason why it is sad.</p> <p>Award marks for developed points.</p> <p>For 4 marks, candidates must show awareness of effect.</p> <p>Candidates may discuss any number of uses of language (even one).</p>

Question		Expected answers	Max mark	Additional guidance
6.		<p>What:</p> <ul style="list-style-type: none"> ◆ he threatens to write an abusive poem about Asinius <p>Why:</p> <ul style="list-style-type: none"> ◆ he wants to embarrass him publicly ◆ Asinius has stolen napkins during a dinner party ◆ Catullus wants him to give the napkins back <p>or any other valid point.</p>	2	<p>1 mark for identification of the threat.</p> <p>1 mark for a valid response to why he makes the threat.</p>
7.		<p>Any four from:</p> <ul style="list-style-type: none"> ◆ enjoyed having dinner with friends ◆ hosted parties ◆ had a wide range of friends ◆ enjoyed the company of women ◆ got friends to help out with favours ◆ good manners were important ◆ enjoyed jokes ◆ enjoyed drinking wine <p>or any other valid point.</p>	4	Award marks for developed points.
			(30)	

Section 2 - Ovid

Question		Expected answer(s)	Max mark	Additional guidance
8.	(a)	<ul style="list-style-type: none"> ◆ the river Maeander 	1	
	(b)	<p>Any two from:</p> <p>Yes:</p> <ul style="list-style-type: none"> ◆ they both twist and turn ◆ they both are confusing <p>No:</p> <ul style="list-style-type: none"> ◆ a river only goes one way ◆ you can't get lost on a river ◆ you can see over the top of a river ◆ a river is nothing like a maze <p>or any other valid point.</p>	2	Candidates may argue both ways or either way.
9.	(a)	<p>Any three from:</p> <ul style="list-style-type: none"> ◆ he put feathers in a row ◆ tied them with string ◆ glued them with wax ◆ shaped them into a curve ◆ modelled them on birds' wings 	3	
	(b)	<p>Any one from:</p> <ul style="list-style-type: none"> ◆ he used real birds' wings as his template ◆ he tried to copy nature ◆ he and his son are not real birds 	1	

Question		Expected answer(s)	Max mark	Additional guidance
10.	(a)	<p>Any two from:</p> <ul style="list-style-type: none"> ◆ he was too young ◆ he was playing with the feathers ◆ he was playing with the wax ◆ he thought it was a game ◆ he was getting in the way ◆ he was unaware he was handling dangerous things <p>or any other valid point.</p>	2	
	(b)	<p>Any one from:</p> <ul style="list-style-type: none"> ◆ he was excited ◆ he was smiling ◆ he was having fun ◆ he was young/innocent <p>or any other valid point.</p>	1	

Question		Expected answer(s)	Max mark	Additional guidance
11.	(a)	<p>Any three from:</p> <ul style="list-style-type: none"> ◆ take the middle way ◆ don't fly too high ◆ don't fly too low ◆ avoid the stars ◆ follow father 	3	
	(b)	<p>Any three from:</p> <ul style="list-style-type: none"> ◆ gives lots of instructions ◆ concerned for boy's safety ◆ fits the wings onto the boy himself ◆ weeping ◆ hands trembling ◆ kisses son <p>or any other valid point.</p>	3	

Question		Expected answer(s)	Max mark	Additional guidance
12.	(a)	<ul style="list-style-type: none"> ◆ fishing ◆ looking after sheep ◆ farmer ploughing 	3	1 mark for each point.
	(b)	<p>What they thought they were seeing:</p> <ul style="list-style-type: none"> ◆ they were gods <p>Why they thought this:</p> <ul style="list-style-type: none"> ◆ believed in gods ◆ gods can fly ◆ people can't fly ◆ birds fly but they are not birds 	2	<p>1 mark for identification of viewers' response.</p> <p>1 mark for explanation.</p>
13.	(a)	<p>Any one from:</p> <ul style="list-style-type: none"> ◆ Talus was very clever/inventive ◆ Talus invented the saw/maths compass ◆ Talus had invented things Daedalus had not ◆ Daedalus felt threatened <p>or any other valid point.</p>	1	
	(b)	<p>Similarities:</p> <ul style="list-style-type: none"> ◆ both fall ◆ both falls caused by Daedalus ◆ both involve flying ◆ both die young <p>Differences:</p> <ul style="list-style-type: none"> ◆ Talus deliberate, Icarus accidental ◆ Talus survives, Icarus dies ◆ Talus ended up with real wings, Icarus had fake wings 	4	To gain full marks, candidates must give at least one similarity and one difference.

Question		Expected answer(s)	Max mark	Additional guidance
14.		<p>Any four from:</p> <p>Yes:</p> <ul style="list-style-type: none"> ◆ he tried to save his son from imprisonment on Crete ◆ he did not leave him behind ◆ he warned his son of the dangers ◆ he gave him a flying lesson ◆ he showed his son affection/kissed him ◆ he was upset when his son drowned ◆ he buried him <p>No:</p> <ul style="list-style-type: none"> ◆ he should not have risked his son's life ◆ he should have protected his son ◆ he should have realised his son was too young to learn to fly <p>or any other valid point.</p>	4	A combination of yes and no responses is acceptable.
			30	

Section 3 - Virgil

Question		Expected answer(s)	Max mark	Additional guidance
15.	(a)	<ul style="list-style-type: none"> ◆ the fall of Troy 	1	
	(b)	Any one from: <ul style="list-style-type: none"> ◆ he had taken part ◆ he was an eye witness 	1	
16.		Any two from: <ul style="list-style-type: none"> ◆ it was too late at night/it was time for sleep ◆ the story is about his own city's destruction ◆ it is painful to remember the suffering ◆ he was upset by the story or any other valid point.	2	
17.	(a)	Any two from: <ul style="list-style-type: none"> ◆ they were broken by war ◆ fate had defeated them ◆ so many years have passed by ◆ the Greeks pretended their offering was for a safe return 	2	
	(b)	Any two from: <ul style="list-style-type: none"> ◆ it was man-made ◆ it was made of wood ◆ it was woven together with planks ◆ it was huge/size of a mountain ◆ it was made with divine help 	2	

Question		Expected answer(s)	Max mark	Additional guidance
18.	(a)	Any two from: <ul style="list-style-type: none"> ◆ it was an island ◆ it lay in sight of Troy ◆ it was well-known ◆ (during the reign of Priam) it had been wealthy ◆ it had an unsafe bay for anchorage 	2	
	(b)	Any two from: <ul style="list-style-type: none"> ◆ to use the bay to anchor their ships ◆ to conceal their ships ◆ to pretend they had gone home ◆ to carry out the last part of the trick 	2	
19.		<ul style="list-style-type: none"> ◆ <i>panduntur portae</i>: alliteration of “p” to emphasise the flinging open of the doors (or similar) ◆ <i>locos litusque</i>: alliteration of “l” to emphasise the empty places (or similar) 	3	2 marks for identification of the alliteration. 1 mark for any reasonable comment.

Question		Expected answer(s)	Max mark	Additional guidance
20.	(a)	Any three from: <ul style="list-style-type: none"> ◆ to trick the Trojans ◆ to hide Greeks inside ◆ to spy on their homes from above ◆ to enter their city ◆ a “machine” to attack their walls or any other valid point.	3	Award marks for developed points.
	(b)	Any two from: <ul style="list-style-type: none"> ◆ do not trust the horse ◆ do not trust the Greeks ◆ do not trust their gifts 	2	

Question		Expected answer(s)	Max mark	Additional guidance
21.	(a)	<ul style="list-style-type: none"> ◆ he threw a spear into the side of the wooden horse 	1	
	(b)	<p>Any two from:</p> <ul style="list-style-type: none"> ◆ to show disrespect to the horse ◆ he wanted to make his point ◆ he suspected there were Greeks inside ◆ he did not trust the horse/thought it was a trick ◆ he wanted to damage it ◆ he was angry the Trojans seemed to have fallen for the trick ◆ he wanted to get everyone's attention <p>or any other valid point.</p>	2	Award marks for developed points.
22.		<p>Any three from:</p> <p>Yes:</p> <ul style="list-style-type: none"> ◆ they held off the Greek attack for 10 years ◆ great Greek soldiers could not defeat them ◆ they could not be defeated by (an army contained in) 1000 ships ◆ only trickery could defeat them ◆ never defeated in proper combat <p>No:</p> <ul style="list-style-type: none"> ◆ it was so easy to trick them ◆ they were too trusting/gullible <p>or any other valid point.</p>	3	Candidates may argue both ways or either way.

Question			Expected answer(s)	Max mark	Additional guidance
23.			Any four from: <ul style="list-style-type: none"> ◆ belief in gods ◆ belief in intervention of gods ◆ belief that some gods could have favourites ◆ gods could determine outcomes of wars ◆ role of fate/destiny ◆ role of the priest ◆ sacrifice of animals to the gods ◆ gods could unleash monsters or any other valid point.	4	
				30	

Section 4 - Pliny

Question		Expected answer(s)	Max mark	Additional guidance
24.	(a)	Any two from: <ul style="list-style-type: none">◆ it was at night◆ (at first) there was silence◆ sound of iron◆ clinking of chains◆ sound getting louder/nearer or any other valid point.	2	
	(b)	Any three from: <ul style="list-style-type: none">◆ old man◆ very thin◆ very dirty◆ straggling beard◆ hair standing on end◆ wearing chains or any other valid point.	3	

Question		Expected answer(s)	Max mark	Additional guidance
25.	(a)	<p>Any two from:</p> <ul style="list-style-type: none"> ◆ he wanted to do research ◆ he was a philosopher ◆ he was interested in ghosts/supernatural ◆ this could be a case study for him ◆ he wanted to find out why the house was haunted ◆ he wanted to get rid of the ghost ◆ the house was cheap to rent <p>or any other valid point.</p>	2	
	(b)	<p>Any two from:</p> <ul style="list-style-type: none"> ◆ he was not afraid of the ghost ◆ he wanted to see the ghost ◆ he stayed in the house at night waiting for it ◆ he did not become ill <p>or any other valid point.</p>	2	

Question		Expected answers	Max mark	Additional guidance
26.	(a)	<p>Any three from:</p> <ul style="list-style-type: none"> ◆ he did not look up ◆ he kept writing ◆ he concentrated his mind ◆ he closed his ears ◆ he signalled the ghost to wait ◆ he returned to his writing ◆ he stayed calm <p>or any other valid point.</p>	3	
	(b)	<p>Any two from:</p> <p>Brave:</p> <ul style="list-style-type: none"> ◆ he stayed calm (unlike the others) ◆ he wanted to show the ghost he was not intimidated by him ◆ he wanted to set his own pace/he was in charge, not the ghost <p>Foolish:</p> <ul style="list-style-type: none"> ◆ he could be making the ghost angry ◆ he did not know what the ghost would do next ◆ he did not know what the ghost was wanting ◆ he knew that the ghost had driven other people to their deaths <p>or any other valid point.</p>	2	Candidates may argue both ways or either way.

Question	Expected answers	Max mark	Additional guidance
27.	<p>Award 1 mark for any from:</p> <ul style="list-style-type: none"> ◆ he uses lots of verbs which show action and movement ◆ he uses historic present to show vividness ◆ he uses historic infinitives to show vividness ◆ he uses repetition to show a lot of action ◆ he uses asyndeton - lack of conjunctions/lots of short phrases - to show speed ◆ alliteration of the “p” sound suggests speed <p>or any other valid point.</p> <p>1 mark for identifying a use of language 1 mark for a reference to the text 1 mark for a valid comment on its use</p>	4	<p>For 4 marks, candidates must show awareness of effect.</p> <p>Candidates may discuss any number of uses of language (even one).</p>

Question		Expected answers	Max mark	Additional guidance
28.	(a)	<p>Any two from:</p> <ul style="list-style-type: none"> ◆ they played with it ◆ they called to it ◆ they touched it ◆ they stroked it ◆ they approached it ◆ they became bolder <p>or any other valid point.</p>	2	
	(b)	<p>Any two from:</p> <ul style="list-style-type: none"> ◆ he swam up to it ◆ he jumped on its back ◆ he was carried out to sea and back ◆ boy thought dolphin recognised him ◆ boy thought dolphin loved him ◆ boy loved dolphin <p>or any other valid point.</p>	2	

Question		Expected answer(s)	Max mark	Additional guidance
29.	(a)	<p>Any two from:</p> <p>Yes:</p> <ul style="list-style-type: none"> ◆ town was getting crowded ◆ town was losing its peace and quiet ◆ it was becoming too expensive to host visitors ◆ crowds could have left litter ◆ the beach activities, eg fishing, sailing, were being hindered <p>No:</p> <ul style="list-style-type: none"> ◆ the boy loved the dolphin ◆ the dolphin had become the boy's friend ◆ the crowds loved the dolphin ◆ it put the town on the map/made the town special ◆ it spoiled people's fun ◆ the dolphin had not done anything wrong ◆ there were alternatives to killing it <p>or any other valid point.</p>	2	Candidates may argue both ways or either way.
	(b)	<p>Any two from:</p> <ul style="list-style-type: none"> ◆ take dolphin to aquarium/enclosure/zoo ◆ develop Hippo into a proper tourist town ◆ charge spectators ◆ restrict number of visitors ◆ let dolphin disappear of its own accord ◆ pour oil again on its back to frighten it off <p>or any other valid point.</p>	2	

Question		Expected answer(s)	Max mark	Additional guidance
30.		<p>Any four from:</p> <ul style="list-style-type: none"> ◆ some had fun/enjoyment being with animals ◆ some made friends with animals ◆ some lacked confidence with animals ◆ some killed animals ◆ they knew killing animals was wrong as they did it in secret ◆ killing animals could cause a public outcry ◆ some were interested in animal behaviour ◆ some believed animals were linked with superstition <p>or any other valid point.</p>	4	
			30	

Section 5 - Cicero

Question		Expected answer(s)	Max mark	Additional guidance
31.		<ul style="list-style-type: none"> ◆ people loved it so much they kissed it ◆ this had made the statue's mouth and chin wear away 	2	
32.	(a)	<p>Any three from:</p> <ul style="list-style-type: none"> ◆ Timarchides led armed slaves ◆ the temple got attacked by slaves ◆ temple guards raised the alarm ◆ temple guards tried to defend the temple ◆ temple guards got beaten back <p>or any other valid point.</p>	3	
	(b)	<p>Any two from:</p> <ul style="list-style-type: none"> ◆ there was a lot of shouting ◆ weapons were used ◆ the slaves rushed into the temple ◆ the temple guards were badly beaten up <p>or any other valid point.</p>	2	
33.		<p>Any two from:</p> <ul style="list-style-type: none"> ◆ attacking temples was wrong ◆ the Governor was behind the attack ◆ the attack was particularly violent ◆ slaves were involved/being used as a private army/misuse of slaves ◆ slaves had been given weapons <p>or any other valid point.</p>	2	

Question		Expected answer(s)	Max mark	Additional guidance
34.		<p>Award 1 mark for any from:</p> <ul style="list-style-type: none"> ◆ he uses long sentences with lots of action ◆ sense of urgency – people grabbing weapons ◆ use of adjectives to describe the different people who came forward to help defend the temple ◆ details in the narrative to heighten excitement <p>or any other valid point.</p> <p>1 mark for identifying a use of language 1 mark for a reference to the text 1 mark for a valid comment on its use</p>	4	<p>For 4 marks, candidates must show awareness of effect.</p> <p>Candidates may discuss any number of uses of language (even one).</p>
35.	(a)	<ul style="list-style-type: none"> ◆ two statues 	1	
	(b)	<p>Any one from:</p> <p>No:</p> <ul style="list-style-type: none"> ◆ the statues were very small ◆ they were not what he wanted <p>Yes:</p> <ul style="list-style-type: none"> ◆ at least he got something out of the attack 	1	

Question		Expected answers	Max mark	Additional guidance
36.	(a)	<p>Any three from:</p> <ul style="list-style-type: none"> ◆ Sopater had been humiliated in public ◆ he was a man of rank ◆ he suffered physical pain ◆ he was naked ◆ he was tied to a metal surface ◆ the weather was atrocious <p>or any other valid point.</p>	3	
	(b)	<p>Any two from:</p> <p>No:</p> <ul style="list-style-type: none"> ◆ Sopater was one of the leading men in the town/owed respect ◆ Verres was misusing his powers ◆ Verres was ignoring human rights/justice ◆ Verres was ignoring public opinion <p>Yes:</p> <ul style="list-style-type: none"> ◆ Governors had complete power ◆ he wanted to show the Romans were in charge/had to be obeyed ◆ he did not want to show weak leadership <p>or any other valid point.</p>	2	
	(c)	<p>What they did:</p> <ul style="list-style-type: none"> ◆ demanded that the Senate hand over statue to Verres <p>Why:</p> <ul style="list-style-type: none"> ◆ consoled by the fact that the gods would punish Verres ◆ felt so much sympathy for Sopater ◆ believed a man's life was more valuable than a statue ◆ felt Sopater's torture needed to stop ◆ an innocent man should not die <p>or any other valid point.</p>	3	<p>1 mark for identification of what they decided to do.</p> <p>2 marks for any two valid responses to why they did it.</p>

Question		Expected answer(s)	Max mark	Additional guidance
37.	(a)	<p>Decision senate made:</p> <ul style="list-style-type: none"> ◆ they agreed to hand over the statue to Verres <p>Was it the right decision:</p> <p>Yes:</p> <ul style="list-style-type: none"> ◆ this saved Sopater's life <p>No:</p> <ul style="list-style-type: none"> ◆ this was giving in to violence 	2	<p>1 mark for identification of the decision.</p> <p>1 mark for a valid response to why it was the right decision or not.</p>
	(b)	<p>Any one from:</p> <ul style="list-style-type: none"> ◆ shock/disgust/disbelief/let down <p>or any other valid point.</p>	1	
38.		<p>Any four from:</p> <ul style="list-style-type: none"> ◆ violence was used during robberies ◆ people in power resorted to violence ◆ people in power who used violence thought they could get away with it ◆ slaves were used for violent purposes ◆ people were shocked by violence ◆ people used violence to intimidate others ◆ weapons were readily available for violent purposes ◆ people were prepared to use violence to attack temples <p>or any other valid point.</p>	4	
			30	

[END OF SPECIMEN MARKING INSTRUCTIONS]