



National
Qualifications
2022

2022 Latin

Literary Appreciation

National 5

Finalised Marking Instructions

© Scottish Qualifications Authority 2022

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments.

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from permissions@sqa.org.uk



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

For questions that ask candidates to

- **Identify/give**, they must present in brief form/name.
- **explain** or ask **in what way**, they must relate cause and effect and/or make relationships between things clear.
- **analyse**, they 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, for example word choice, imagery, tone, sentence structure, punctuation, sound techniques.
- **evaluate**, they must make a judgement on the effect of the language and/or ideas of the text(s).
- **discuss**, they 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.

Marking instructions for each question

Section 1 – Catullus

Question		Expected response(s)	Max mark	Additional guidance
1.	(a)	<p>Any two from:</p> <ul style="list-style-type: none"> • live life to the full • love (each other) • not care about others’ opinions • ignore gossip <p>Any other valid point.</p>	2	
	(b)	<p>Any from:</p> <ul style="list-style-type: none"> • they wanted to split them up • they were jealous of their love • old people had their love lives behind them/resented the young couple • people did not approve of a relationship with a married woman <p>Any other valid point.</p>	2	Award a mark for a developed point.
	(c)	<p>Any two from:</p> <ul style="list-style-type: none"> • curses were taken seriously • knowing numbers of kisses allowed people to curse lovers • using numbers in curses made curses more powerful • people were afraid of curses • people believed curses could be stopped/cancelled • curses could be stopped by jumbling numbers up <p>Any other valid point.</p>	2	

Question		Expected response(s)	Max mark	Additional guidance
2.	(a)	<p>Any one from:</p> <ul style="list-style-type: none"> • Lesbia's husband • another lover of Lesbia • a close friend of Lesbia • another guest (at the party) • Catullus' rival <p>Any other valid point.</p>	1	
	(b)	<p>Any two from:</p> <ul style="list-style-type: none"> • could be seen as disrespectful to the gods • saying that a man surpasses the gods is a daring thing to say • 'if it is allowed' shows Catullus knows that he is being controversial/saying something he should not be saying • his comparison makes his love for Lesbia seem even greater <p>Any other valid point.</p>	2	Award a mark for a developed point.
	(c)	<p>Any three from:</p> <ul style="list-style-type: none"> • jealousy/envy of the other man • admiration for the other man • love for Lesbia • sense of helplessness • not being able to function properly • self pity <p>Any other valid point.</p>	3	For each mark there needs to be some discussion on each emotion. Two emotions could gain 3 marks with developed points. One emotion could not gain 3 marks.

Question		Expected response(s)	Max mark	Additional guidance
3.	(a)	<p>Any one from:</p> <ul style="list-style-type: none"> • Catullus is the only man she would marry • she would not even marry Jupiter himself 	1	
	(b)	<p>Any from:</p> <ul style="list-style-type: none"> • referring to marrying Jupiter is far-fetched/an exaggeration • the position of '<i>dicit</i>' (she says) at the start of the line emphasises she is all talk • he repeats '<i>dicit</i>' to suggest disbelief • he says what a woman says to her lover should be written in the wind/water • he is no longer the eager lover he once was <p>Any other valid point.</p>	3	Award marks for developed points.
4.	(a)	<p>Any from:</p> <ul style="list-style-type: none"> • the sun was always shining • wherever she was, he was not far behind • she was loved so much by him • they had fun together • they wanted the same things • they were happy together <p>Any other valid point.</p>	3	Award marks for developed points.

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Any from:</p> <ul style="list-style-type: none"> • no-one will ask her out • no-one will think her beautiful anymore/she will lose her looks • she will not have anyone to love • she will not belong to anyone else • she will not be kissing anyone • she will regret her past behaviour • she will not be able to play hard to get any more • her life will be full of uncertainly <p>Any other valid point.</p>	4	Award marks for developed points.
5.		<p>Any from:</p> <ul style="list-style-type: none"> • he speaks to his dead brother • his ashes are silent • fate has stolen his brother • he repeats '<i>miser</i>' (to emphasise unhappiness) • the gifts are wet with tears • they are sad gifts • he repeats '<i>frater</i>' (brother) • he bids him a final farewell • they will never be together again • he says '<i>heu</i>', meaning 'alas' • the brother was taken undeservedly (<i>indigne</i>) <p>Any other valid point.</p>	3	Award marks for developed points.

Question		Expected response(s)	Max mark	Additional guidance
6.		<p>Any from:</p> <p>Poem 7:</p> <ul style="list-style-type: none"> • an invitation to bring ingredients to a party might be considered funny • the purse full of cobwebs might be considered a funny/ exaggerated image • Fabullus needs to bring a good sense of humour to the party • the joke about the nose • Catullus is prepared to laugh at himself <p>Poem 9:</p> <ul style="list-style-type: none"> • people are telling jokes at the party • one guest thinks it is funny to steal napkins • other people do not see the joke • Catullus threatens to mock Asinius in a poem • the threat to publish seems light-hearted <p>Any other valid point.</p>	4	<p>Candidates can agree or disagree or both. For full marks, the candidate must express a view.</p> <p>Award marks for developed points.</p>

Section 2 – Ovid

Question		Expected response(s)	Max mark	Additional guidance
7.		<p>Any from:</p> <ul style="list-style-type: none"> • he was famous for being an architect • he designed a maze • it was cleverly laid out to cause confusion • he was so clever at design that even he could only just find his way out of the maze <p>Any other valid point.</p>	2	Award a mark for a developed point.
8.		<p>Any two from:</p> <ul style="list-style-type: none"> • Minos was holding Daedalus a prisoner • Minos controlled the land • Minos controlled the sea • Daedalus was forced to invent a way to escape • not being able to leave caused homesickness <p>Any other valid point.</p>	2	
9.		<p>Any from:</p> <ul style="list-style-type: none"> • he does not know that what he is handling is dangerous • he has an innocent expression/a wide grin/shining face • he plays with the feathers • he plays with the wax • he gets in the way of his father • he thinks that the making of the wings is a game <p>Any other valid point.</p>	3	Award marks for developed points.

Question		Expected response(s)	Max mark	Additional guidance	
10.	(a)	<p>Any two from:</p> <ul style="list-style-type: none"> • he fixed the wings onto his body • he hovered in the air • he tried the wings out on himself first <p>Any other valid point.</p>	2		
	(b)	(i)	Daedalus warned Icarus that the wings could become wet/water would weigh down the wings.	1	
		(ii)	Daedalus warned Icarus not to fly too close to the sun/the sun would melt the wax.	1	
		(iii)	Daedalus warned Icarus not to be distracted by the stars/constellations.	1	

Question		Expected response(s)	Max mark	Additional guidance
11.		<p>Any three from:</p> <p>Yes:</p> <ul style="list-style-type: none"> • it is effective as both use flight • Daedalus is like the parent bird/Icarus is like the chick • it shows the danger that Icarus is in as many chicks might not survive this flight • it shows the fear that that Daedalus will have for his son • it shows the love that Daedalus has for his son • they are both flying from a great height • they are both leaving a place of safety • they are both heading into the unknown <p>No:</p> <ul style="list-style-type: none"> • it is misleading as unlike a parent bird, Daedalus has never flown before either • birds are meant to fly, humans are not • humans are nothing like birds <p>Any other valid point.</p>	3	A combination of 'yes' and 'no' answers is acceptable.
12.	(a)	<p>Any two from:</p> <ul style="list-style-type: none"> • fishing • keeping sheep/shepherding • ploughing/farming 	2	
	(b)	They thought they were gods	1	

Question		Expected response(s)	Max mark	Additional guidance
13.		<p>Any three from:</p> <ul style="list-style-type: none"> • he deserted his leader/father • he began to go too high • he started to enjoy himself • he got bold • he was attracted to the sky • he did not follow instructions <p>Any other valid point.</p>	3	Award marks for developed points.
14.		<p>Any three from:</p> <ul style="list-style-type: none"> • he describes Daedalus as unlucky/unfortunate • he describes Daedalus as 'no longer a father' • he has Daedalus call out to his son. • the repetition of the name adds to our sympathy for Daedalus • Daedalus at first does not seem to know his son is dead which adds to our sympathy • Daedalus curses his own skills/blames himself • Daedalus has to make a tomb for his son • Daedalus looks for his son but at first cannot find him <p>Any other valid point.</p>	3	<p>For 3 marks, candidates must show awareness of language and relate it to feeling sorry for Daedalus.</p> <p>Candidates may discuss any number of uses of language (even one).</p>

Question	Expected response(s)	Max mark	Additional guidance
15.	<p>Any three from:</p> <p>Daedalus</p> <ul style="list-style-type: none"> • he was trying to change nature which he should not have done • it was his decision to leave Crete by flying • Daedalus knew that Icarus was likely to die (for example, crying as he gave his instructions) but still went ahead • Icarus was just a boy and Daedalus was asking him to do something beyond his age • Ovid suggests that the death of Icarus was a result of Daedalus' murder of Talus <p>Icarus</p> <ul style="list-style-type: none"> • he should have understood the seriousness of the situation instead of disrupting the making of the wings • Daedalus gave clear instructions which Icarus ignored • Daedalus warned Icarus specifically not to fly too high which caused his death • Daedalus warned Icarus to stay close to him, which Icarus failed to do • he put personal enjoyment before personal safety <p>Any other valid point.</p>	3	<p>Award additional marks for developed points.</p> <p>Candidates can gain marks if they argue why either Daedalus or Icarus was not to blame.</p>

Question		Expected response(s)	Max mark	Additional guidance
16.		<p>Any three from:</p> <ul style="list-style-type: none"> • they could fly • they have areas of specialism - for example, Minerva protects clever people/craftsmen • they could change people into animals • they could interfere in human affairs • they could choose to save humans • they could punish humans • they had favourites among mortals • they could be cruel <p>Any other valid point.</p>	3	Award marks for developed points.

Section 3 – Virgil

Question		Expected response(s)	Max mark	Additional guidance
17.	(a)	<p>Any two from:</p> <ul style="list-style-type: none"> • it is late • it is time for sleep • the destruction of Troy is still painful in his memory • he finds it hard to talk about Troy <p>Any other valid point.</p>	2	
	(b)	<p>Any two from:</p> <ul style="list-style-type: none"> • Dido has asked him to tell his story • he cannot refuse a royal request • he does not want to disappoint his audience • he is keen for people to know the true version of events • deep down he wants his story to be heard • storytelling was common at banquets • he wants to show the Trojans in a good light • he wants to show the Greeks in a bad light • telling the story might make Aeneas feel better • Virgil needs the story told as part of the narrative <p>Any other valid point.</p>	2	

Question		Expected response(s)	Max mark	Additional guidance
18.		<p>Any two from:</p> <ul style="list-style-type: none"> • the contents are hidden • it is as big as a hill/mountain • cut wood has been woven together • skill was used in its construction <p>Any other valid point.</p>	2	
19.		<p>Any two from:</p> <ul style="list-style-type: none"> • it was well known • it was rich • it was part of Priam's kingdom • it is now just a bay • it is a treacherous place to anchor ships • after Troy fell, it was no longer important/it was nothing <p>Any other valid point.</p>	2	
20.		<p>Any from:</p> <ul style="list-style-type: none"> • they have been freed from suffering/grief • they do not keep the gates of Troy locked any more • it pleases them to be able to walk freely • there is happiness at the deserted shore • there is relief at the absence of enemies • where they walk, they used to fight • going from place to place gives the Trojans a sense of freedom <p>Any other valid point.</p>	4	Award marks for developed points.

Question		Expected response(s)	Max mark	Additional guidance
21.		<p>Any from:</p> <ul style="list-style-type: none"> • stunned/dumbstruck • some are amazed by the size of the wooden horse • Thymoetes wants to take it inside the walls of Troy/place it in the citadel • Capys/others want to destroy it/cut it open • Capys/others believes that it poses a danger to Troy • they form different factions for keeping it or disposing of it <p>Any other valid point.</p>	4	Award marks for developed points.
22.		<p>Any from:</p> <ul style="list-style-type: none"> • he was at the head of a large crowd • he is burning/furious • he is running • he did not wait to address the Trojans but shouted from a distance • he calls them poor fools • he addresses them with a question <p>Any other valid point.</p>	3	Award marks for developed points.
23.		<p>Any four from:</p> <ul style="list-style-type: none"> • there are Greeks inside • it will attack their walls • it will spy on them in their homes • it will overcome the city • it is from the Greeks and the Greeks are not to be trusted • it is a trick <p>Any other valid point.</p>	4	

Question		Expected response(s)	Max mark	Additional guidance
24.		<p>Any from:</p> <ul style="list-style-type: none"> • he was making an offering to Neptune • he is clearly cursed by the gods • the snakes are horrifying creatures • he sees his sons die first • he has wanted to destroy what might be an offering to the gods • Minerva might have sent the serpents • he was a priest and yet even he was not protected by the gods • he died trying to protect his people • the attack was completely unexpected <p>Any other valid point.</p>	3	Award marks for developed points.
25.		<p>Any from:</p> <ul style="list-style-type: none"> • the Greeks are violent • the Greek heroes are fearsome • the Greeks can form cunning plans/are clever • the Greeks are not to be trusted/are to be feared • Greek trickery is convincing • the Greeks are not superior to the Trojans in warfare <p>Any other valid point.</p>	4	Award marks for developed points.

Section 4 – Pliny

Question		Expected response(s)	Max mark	Additional guidance
26.	(a)	<p>Any two from:</p> <ul style="list-style-type: none"> • spacious • roomy • infamous/bad reputation • unhealthy/haunted <p>Any other valid point.</p>	2	
	(b)	<p>Any from:</p> <p>Yes:</p> <ul style="list-style-type: none"> • the house is haunted • there were noises at night • the sound of chains • the sound got closer • there was a ghost • the ghost looked frightening <p>Any other valid point.</p>	3	Maximum of 2 marks for description of ghost.
27.	(a)	<p>Any three from:</p> <ul style="list-style-type: none"> • writing tablets • a pen • a light/lamp • somewhere to sit/lie down <p>Any other valid point.</p>	3	

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Any two from:</p> <ul style="list-style-type: none"> • he did not want his slaves frightened • he wanted to take the credit for himself • he did not want any distractions • he did not want the ghost put off by others • he did not want the ghost to harm others • he wanted to be alone <p>Any other valid point.</p>	2	
28.		<p>Any from:</p> <ul style="list-style-type: none"> • there was silence • it was night • chains could be heard • the noise got louder • the ghost was getting closer • the ghost was at the door, then through the door • he recognised the ghost from its description • the ghost was beckoning to him • contrast between the man's calmness and the frightening noises of the ghost heightens the tension • the historic infinitives create dramatic effect <p>Any other valid point.</p>	4	Award marks for developed points.

Question		Expected response(s)	Max mark	Additional guidance
29.	(a)	<p>Any three from:</p> <p>The dolphin:</p> <ul style="list-style-type: none"> • swam up to the boy • led the way • followed the boy • went around the boy • went under the boy/picked the boy up • put him down • carried him out to sea • returned him to the land <p>Any other valid point.</p>	3	
	(b)	No - he was frightened	1	Accept the point that the boy may have enjoyed the play but this changed when taken out to sea.
30.	(a)	<p>Any three from:</p> <p>The dolphin</p> <ul style="list-style-type: none"> • came up to the boy/targeted the boy • invited the boy back • jumped out • dived back in • performed somersaults • did this day after day <p>Any other valid point.</p>	3	

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Any two from:</p> <ul style="list-style-type: none"> • the dolphin liked playing with the boy • the dolphin wanted to be friends with the boy • the dolphin did not want the boy to be afraid of him • the dolphin was naturally playful • the dolphin was lonely • the dolphin wanted attention • the dolphin was getting bolder every time it came back <p>Any other valid point.</p>	2	
31.		<p>Any three from:</p> <ul style="list-style-type: none"> • the boy was able to ride the dolphin • the dolphin recognised the boy • the boy felt loved • the boy loved the dolphin • neither feared nor was feared • the dolphin was tame showing there was nothing to fear <p>Any other valid point.</p>	3	

Question		Expected response(s)	Max mark	Additional guidance
32.		<p>Any from:</p> <ul style="list-style-type: none"> • some people did not like or trust animals • some people thought animals brought good luck • some people were entertained by animals • some people killed animals • some people were afraid of animals • some people made friends with animals/loved animals • some people liked playing with animals • some people travelled great distances to see animals • even government officials were curious/interested in animals <p>Any other valid point.</p>	4	Award marks for developed points.

Section 5 – Cicero

Question		Expected response(s)	Max mark	Additional guidance
33.	(a)	<p>Any three from:</p> <ul style="list-style-type: none"> • it was located not far from the forum • it was dedicated to Hercules • it was special to the people of Agrigentum • it was considered very holy • it contained a statue of Hercules <p>Any other valid point.</p>	3	
	(b)	<p>Any from:</p> <ul style="list-style-type: none"> • the guards raised the alarm • they tried to defend the temple • they tried to block the attackers • they fought off the attackers • they used clubs and sticks • they received wounds in the process <p>Any other valid point.</p>	3	Award marks for developed points.

Question		Expected response(s)	Max mark	Additional guidance
34.		<p>Any two from:</p> <ul style="list-style-type: none"> • the gods of their country were under attack • the attackers were from the governor's staff • the attackers were armed • the attackers were runaway slaves • the governor should respect the law, not break it • the governor should respect the gods, not rob from their temples • the governor should return runaway slaves to their owners, not keep them for his own uses <p>Any other valid point.</p>	2	
35.		<p>Verres' men:</p> <ul style="list-style-type: none"> • they ran away • they failed in their mission • Cicero calls them 'soldiers of the night' even though they were not soldiers <p>What Verres' men stole:</p> <ul style="list-style-type: none"> • statuettes rather than the statue they were ordered to steal • very small rather than the one big statue that Verres had wanted • hardly worth the effort • they did not want to return empty-handed <p>Verres being like Hercules:</p> <ul style="list-style-type: none"> • Hercules defeated a boar • Verres' name means boar • in this attack Hercules has defeated Verres • for a second time Hercules has defeated a boar <p>Any other valid point.</p>	5	<p>Award marks for developed points.</p> <p>For full marks, all 3 parts of the question need to be covered.</p> <p>The 5 marks can be distributed in any way.</p>

Question		Expected response(s)	Max mark	Additional guidance
36.		<p>Any from:</p> <ul style="list-style-type: none"> • to create a vivid image of Sopater’s torture • to show the cruelty towards Sopater • to make the weather sound worse than it was • to create sympathy for Sopater • to create anger against Verres <p>Any other valid point.</p>	2	Award a mark for a developed point.
37.		<p>Any from:</p> <ul style="list-style-type: none"> • they abused their position of power • they would threaten people • they stole valuable items • they would torture/treat badly important officers • they would not follow the local Senate’s advice • they would ignore local decisions • they could be disrespectful to gods • they used their own staff for criminal purposes • they ignored the law • they could be selfish/arrogant <p>Any other valid point.</p>	4	Award marks for developed points.

Question		Expected response(s)	Max mark	Additional guidance
38.	(a)	<p>Any from:</p> <ul style="list-style-type: none"> • Sopater was tied to a statue • Sopater was forced into an awkward position • Sopater was naked • Sopater almost died • it was bad weather • it was done in the open forum/public humiliation <p>Any other valid point.</p>	4	<p>Award marks for developed points.</p> <p>Award 1 mark maximum for description of the weather.</p>
	(b)	<p>Any from:</p> <ul style="list-style-type: none"> • they realised they were dealing with a different type of governor • they were frightened to say no to Verres • they hoped he might back down • it was a difficult decision to make • Verres had no right to the statue • the statue was an important religious symbol for the town • it would be humiliating to weaken and give in to Verres • they had already refused to hand it over once • they feared public outrage against them if Sopater had been left to die <p>Any other valid point.</p>	3	<p>Award marks for developed points.</p>

Question		Expected response(s)	Max mark	Additional guidance
39.		<p>Any from:</p> <ul style="list-style-type: none"> • statues could be found in temples • the Romans worshipped/kissed/prayed to statues • statues could be of gods or heroes • stealing statues was an offence • statues were very valuable • statues could be made of bronze • statues could be works of art • statues varied in size from very small to enormous • Gods would punish anyone who stole or damaged statues • statues were difficult to move <p>Any other valid point.</p>	4	Award marks for developed points.

[END OF MARKING INSTRUCTIONS]