



National
Qualifications
2022

2022 Latin

Literary Appreciation

Higher

Finalised Marking Instructions

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General marking principles for Higher Latin Literary Appreciation

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Award marks for candidates' 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 gain marks for the depth of their response and evaluative development of points made. A 'point' is a piece of evidence taken from the text, or an evaluative statement. In general, award a mark for each of the above so that an evaluative statement supported by a piece of evidence receives 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 8-mark extended-response questions, candidates may use quotation from the text with appropriate translation to provide evidence to support their response. In most cases, the wording of the question will ask candidates to 'refer to the text'. This instruction means:
 - in language questions, where the rhythm, sound, alliteration, etc, are critical to answering the question, candidates should quote the Latin text verbatim to illustrate their response. In these cases, they do not need to translate the Latin.
 - where the question refers to the story, argument, etc, candidates do not need to quote the Latin, or provide a word-for-word translation, but may simply provide a summary, for example 'Cicero says that no-one has seen the pirate captain'.
 - do not award marks for quoting the Latin, translating it, and commenting on it. Candidates gain marks by referring to the text in such a way as to provide evidence for a judgement or evaluation.
- (g) For the 8-mark extended-response questions, candidates do not need to demonstrate structure and English style. Award marks 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 8-mark extended-response questions, award marks for any acceptable answer to an evaluation or analysis question, provided the answer is justified by a valid reason.

(i) For questions that ask candidates to

- **identify**, 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.

Marking instructions for each question

Section 1 - Catullus

Question		Expected response(s)	Max mark	Additional guidance
1.	(a)	<ul style="list-style-type: none"> a poetry book 	1	
	(b)	<p>Any from</p> <ul style="list-style-type: none"> he says he will get revenge on Calvus he will go to the booksellers to find the worst writing from the worst authors he will give Calvus this bad writing to read <p>Any other valid point.</p>	2	<p>Award a mark for a developed point.</p> <p>1 mark per point with reference to the text.</p>
2.		<p>Any from</p> <ul style="list-style-type: none"> he calls Sirmio <i>ocelle</i>, little eye, showing his focus on it. The diminutive shows his affection he personifies Sirmio and addresses it in the vocative throughout the poem as if an old friend he repeats <i>quam. . . quamque</i> to emphasise just how happily and gladly he goes to see Sirmio he scarcely believes <i>vix. . . credens</i> that he is there he is happy that it is safe <i>tuto</i> the exclamation <i>O</i> personifies Sirmio the rhetorical question shows just how relieved he is to get to Sirmio he clearly sees Sirmio as home where his guiding spirits are: <i>larem ad nostrum</i> he praises Sirmio <i>o venusta Sirmio</i> <p>Any other valid point.</p>	6	<p>Candidates should identify, analyse and evaluate clear textual evidence to support their response.</p> <p>Award marks for developed points.</p> <p>1 mark per point with reference to the text. 1 mark for supporting comment.</p>

Question		Expected response(s)	Max mark	Additional guidance
3.	(a)	<p>Any two from</p> <ul style="list-style-type: none"> • he read a speech by Sestius against Antius • the speech was full of poison and plague • the speech was badly written <p>Any other valid point.</p>	2	
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • discussion about if the estate is Sabine or Tiburtine is comic • the idea that writings can really cause disease is a bit ridiculous • discussion of the poison and plague from the speech is exaggerated and comic: <i>plenam veneni et pestilentiae legi</i> • Catullus is thanking the farm for making him better, which has a light tone • the slight threat of revenge against Sestius could be taken lightly • Catullus hopes that the coldness of his prose will in fact give Sestius a cold/cough <p>Any other valid point.</p>	2	<p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>
4.	(a)	<p>Any two from</p> <ul style="list-style-type: none"> • he mentions Cicero's famous ancestry • he says he is most eloquent • he is most eloquent of the living and the dead • he says he has a debt of gratitude to him <p>Any other valid point.</p>	2	

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Any one from</p> <ul style="list-style-type: none"> • his praise of Cicero is exaggerated so sounds insincere • he calls himself the worst poet twice, making him seem ironic • if Cicero is the best lawyer, then Catullus is the worst poet, which is not the case <p>Any other valid point.</p>	1	
5.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • they want to spend leisure time together • they take pleasure in each other's company • they play games together • they have lots of laughter • he cannot stop thinking about him when he is gone • he cannot wait to see him again <p>Any other valid point.</p>	3	<p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • flattered, as Catullus speaks about him in such warm terms, and has written a poem for him • grateful, as Catullus expresses their deep friendship which Licinius should value • uncomfortable, as Catullus is a bit 'needy' of friendship and company • respect, for Catullus' skill as a poet <p>Any other valid point.</p>	2	<p>Award a mark for a developed point.</p> <p>1 mark per point with reference to the text.</p>

Question		Expected response(s)	Max mark	Additional guidance
6.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • he has been dutiful • he has not broken a sacred trust • he has not broken any pact he had with her • he has not been deceitful • he has been kind and good to her <p>Any other valid point.</p>	3	<p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • repetition of <i>difficile est</i> • emphasis that he loved her for a long time • <i>una salus est</i>; he puts a lot of emphasis on this • repetition of <i>sive. . . sive. . .</i> he has to do it whether or not it is possible • he calls upon the gods, showing how hard it is for him • he asks to be pitied, again showing how hard it is • he uses the imperative to the gods, again showing his desperation • he uses very emotive language to describe his feelings, such as <i>pestem perniciemque</i> • he wants to be delivered from his love for the sake of piety • he feels physically ill • he feels at death's door <p>Any other valid point.</p>	4	<p>Candidates should identify, analyse and evaluate clear textual evidence to support their response.</p> <p>Award marks for developed points.</p> <p>1 mark per point with reference to the text. 1 mark for supporting comment.</p>

Question		Expected response(s)	Max mark	Additional guidance
7.		<p>Any from</p> <ul style="list-style-type: none"> • writing poetry • meeting friends in town • attending parties • attending reading recitals • dating girls • spending time in the countryside • relaxing • having a drink with friends <p>Any other valid point.</p>	4	<p>Candidates should demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world.</p> <p>Award marks for developed points.</p> <p>1 mark per point with reference to the text. 1 mark for supporting comment.</p>

Question	Expected response(s)	Max mark	Additional guidance
8.	<p>Possible points</p> <ul style="list-style-type: none"> • poem 7: Acme and Septimius are held up as being the epitome of love because their love is mutual • poem 7: Acme and Septimius want to outdo each other in how much they love • poem 7: Catullus asks <i>quis ullos homines beatiore vidit?</i> ‘who has seen anyone more blessed?’ showing that people who are happy in love are also happy and blessed • poem 7: In this poem which shows the pinnacle of harmony in love, there is no real discussion of a meeting of minds or friendship, and the attraction shown is physical • poem 11: Catullus expresses the importance of lusting and loving. He has respected Lesbia, showing that his ideal of loving encompasses both • poem 11: He recognises that lust is more trivial than love, but still very powerful • poem 12: Catullus feels that he has behaved honourably in his dealings towards Lesbia, and this is important to him • poem 12: It is difficult for him to stop loving Lesbia, even though he thinks she has not been faithful to him as he has been to her • poem 12: He has shown <i>pietas</i> in his relationship and is asking to be rewarded for it • poem 13: This expresses what he hopes will be the nature of the relationship, that it will be pleasant and everlasting • poem 13: He recognises even now that she might not be speaking truly and from the heart • poem 13: He sees part of romantic love as being a pact of holy friendship <p>Any other valid point.</p>	8	<p>For full marks, candidates need to refer to at least three poems.</p> <p>Candidates should identify, analyse and evaluate clear textual evidence to support their response. They may choose to focus on the use of language, or the content, or both, in formulating their response.</p> <p>They should give a clear analysis of the text focused on the demands of the question.</p> <p>Candidates may argue either way or a combination of both.</p>

Section 2 - Ovid

Question	Expected response(s)	Max mark	Additional guidance
9.	<p>Any from</p> <p>Yes</p> <ul style="list-style-type: none"> • Pyramus and Thisbe were too young to marry • they had little experience of life/had had too sheltered an upbringing • they should have obeyed their parents <p>Any other valid point.</p> <p>No</p> <ul style="list-style-type: none"> • Pyramus and Thisbe were very much in love • their parents should have respected their feelings • young people falling in love is natural • their parents were far too strict <p>Any other valid point.</p>	2	<p>A combination of 'yes' and 'no' answers is acceptable.</p> <p>Award a mark for a developed point.</p>
10.	<p>Any three from</p> <ul style="list-style-type: none"> • she was sneaky (<i>callida</i>) or equivalent • she was brave to go into the dark • she was brave to set out alone • she was prepared to slip past her guards/parents • she was rebellious/defiant/strong-willed • she was eager/got to the meeting place first • she was foolhardy/took risks • she was guided/strengthened by love • she stuck to her plan/was true to her word <p>Any other valid point.</p>	3	<p>1 mark per point with reference to the text.</p>

Question		Expected response(s)	Max mark	Additional guidance
11.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • the tree's fruit got splattered with Pyramus' blood • the fruit turned dark red/purple/black in appearance • the roots got soaked with Pyramus' blood <p>Any other valid point.</p>	2	<p>Award a mark for a developed point.</p> <p>1 mark per point with reference to the text.</p>
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • Ovid wants to emphasise how widely the blood splattered • he wants the scene to look horrible • he wants to give as vivid as picture as possible to his readers • this is the start of the magic transformation when the white berries turned red • the berries becoming blood-stained was a pivotal moment in the narrative <p>Any other valid point.</p>	2	<p>Award a mark for a developed point.</p> <p>1 mark per point with reference to the text.</p>

Question		Expected response(s)	Max mark	Additional guidance
12.		<p>Any from</p> <ul style="list-style-type: none"> • Thisbe kept calling his name • Thisbe was shocked/devastated • Thisbe kept telling him her name • Thisbe kept reminding him she was there beside him • Thisbe begged him to speak to her • Thisbe described herself as his “darling” (<i>carissima</i>) • Pyramus did open his eyes (one last time) • Pyramus gave her one last look • the last thing Pyramus saw was her • Pyramus closed his eyes forever • Thisbe was desperate for Pyramus to show signs of life • Thisbe acknowledged she had lost him • the idea of “you” (<i>te/tua</i>) emphasises the focus on Pyramus <p>Any other valid point.</p>	4	<p>Award marks for developed points</p> <p>1 mark per point with reference to the text.</p>
13.		<p>Any from</p> <ul style="list-style-type: none"> • kings were buried in tombs • tombs were built outside the city • people could be cremated • ashes were placed in urns • urns were placed in tombs • people could be buried together • family members organised burials <p>Any other valid point.</p>	3	<p>Award marks for developed points</p> <p>1 mark per point with reference to the text.</p> <p>Candidates should demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world.</p>

Question		Expected response(s)	Max mark	Additional guidance
14.	(a)	<p>Any two from</p> <ul style="list-style-type: none"> • one table leg was shorter than the others • this made the table slope/wobble • she fixed it with a broken tile/piece of pottery <p>Any other valid point.</p>	2	1 mark per point with reference to the text.
	(b)	<ul style="list-style-type: none"> • she wiped the table top with (fresh) mint 	1	
15.	(a)	<p>Any from</p> <p>Yes, because</p> <ul style="list-style-type: none"> • he was a good husband to Baucis • he was god-fearing • he was welcoming to strangers • he shared what little he had • he was content with the simple life • emphasises the distinction between his good behaviour and the wickedness of the neighbouring people <p>Any other valid point.</p>	3	<p>The expected answer is 'yes'.</p> <p>'No' answers are also acceptable, with justification.</p> <p>Award marks for developed points</p> <p>1 mark per point with reference to the text.</p>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • they asked to become priests/to serve the gods, which shows how devoted they were to the gods (2) • they asked to look after the temple, which shows they wanted to continue to live in the same place/that they wanted to continue to serve the gods (2) • they asked to die at the same time/which shows they cannot face life without each other. (2) • they did not want to look on each other's grave/to have to bury the other, which shows that they could not face life on their own (2) • they did not ask for possessions, which shows they are not materialistic/they already had everything they needed (2) <p>Any other valid point.</p>	6	<p>1 mark for what they wished for/did not wish for.</p> <p>1 mark for a comment on their character.</p> <p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>

Question	Expected response(s)	Max mark	Additional guidance
16.	<p>Any from</p> <p>Pleasures</p> <ul style="list-style-type: none"> • Baucis and Philemon were content with having little • they were self-sufficient • they had everything they needed • nothing was wasted • they had a garden • they had animals • their home was comfortable/warm • they had neighbours they seemed to care for • availability of fresh food <p>Any other valid point.</p> <p>Disadvantages</p> <ul style="list-style-type: none"> • no fancy food • basic furniture • basic heating • basic housing <p>Any other valid point.</p>	4	<p>Candidates could argue for pleasures or disadvantages or a mixture of both.</p> <p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>

Question	Expected response(s)	Max mark	Additional guidance
17.	<p>Vivid descriptions in the Pyramus and Thisbe story might include</p> <ul style="list-style-type: none"> • the couple communicating through the shared wall • Thisbe making her escape • Pyramus' suicide • Thisbe's reaction on seeing Pyramus' dying body • Pyramus' death scene • Thisbe's death scene <p>Any other valid point.</p> <p>Vivid descriptions in the Baucis and Philemon story might include</p> <ul style="list-style-type: none"> • the couple's simple lifestyle • the hospitality offered to the strangers • the contents of the meal • the wild goose chase • the cottage's transformation into the temple • the walk up the mountain • the couple's transformation into trees • tree worship <p>Any other valid point.</p>	8	<p>Candidates can agree, disagree, or produce a response which is a combination of both.</p> <p>Maximum of 5 marks if only one story is discussed.</p> <p>Candidates are expected to identify, analyse and evaluate clear textual evidence to support their response. They may choose to focus on the use of language or the content, or both, in formulating their response.</p>

Section 3 - Virgil, Aeneid, I, IV, VI

Question		Expected response(s)	Max mark	Additional guidance
18.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • Dido is surrounded by a (large) retinue of followers • she carries herself serenely/confidently • she is personally supervising the work of building the city <p>Any other valid point.</p>	2	<p>Award a mark for a developed point.</p> <p>1 mark per point with reference to the text</p>
	(b)	<p>Any from</p> <p>It is a good one</p> <ul style="list-style-type: none"> • Dido is beautiful like Diana • Dido is leading her people as Diana leads her followers • Dido carries an air of dignity and authority like Diana • Dido is serene/joyful like Diana <p>Any other valid point.</p> <p>It is not a good one</p> <ul style="list-style-type: none"> • Dido is not a goddess • Dido is supervising a serious project, Diana's followers are just dancing • Dido is motivating her followers rather than just directing a performance <p>Any other valid point.</p>	3	<p>Candidates may argue for or against the effectiveness of the comparison or evaluate both points of view.</p> <p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>

Question	Expected response(s)	Max mark	Additional guidance
19.	<p>Any three from</p> <ul style="list-style-type: none"> • priest - Earth • matron of honour - Juno • lightning as wedding torches • sky as witness • hymn singing - Nymphs <p>Any other valid point.</p>	3	<p>Candidates should clearly identify the features of a wedding represented by the cosmic and divine manifestations.</p> <p>Candidates should demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world.</p> <p>1 mark per point with reference to the text.</p>
20.	<p>Choice and arrangement of words</p> <ul style="list-style-type: none"> • <i>obmutuit</i> - struck dumb with shock • <i>amens</i> - out of his mind • hair standing on end • voice stuck in his throat • <i>heu</i> - expression of dismay • <i>attonitus</i> - astonished, shocked • deliberative questions: what is he to do? How can he dare to approach her? what should he say first? • graphic/vivid present used in these questions shows the immediacy of his dilemma • expects Dido to be furious - adds to his anxiety and fear • verb <i>ambire</i>, to approach, entreat, suggests a hesitant, indirect approach by someone anxious and unsure <p>Imagery</p> <ul style="list-style-type: none"> • hair standing on end, struck dumb - evidence of anxiety <p>Metre</p> <ul style="list-style-type: none"> • the metre of the lines is chiefly dactylic, suggesting the rapid movement of Aeneas' thoughts, and the large number of elisions suggests confusion <p>Any other valid point.</p>	6	<p>Candidates should give some analysis of the effect of the literary/linguistic techniques of the author.</p> <p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>

Question		Expected response(s)	Max mark	Additional guidance
21.		<p>Any two from</p> <ul style="list-style-type: none"> • hatred from the Numidian kings • the anger of her people • loss of reputation • loss of dignity • Pygmalion may attack • Larbas may take her prisoner • loneliness • sense of being abandoned • loss of her lover <p>Any other valid point.</p>	2	1 mark per point with reference to the text.
22.		<p>Any from</p> <ul style="list-style-type: none"> • his father's ghost reminds him of his duty of pietas to the traditions of his people • thinking of his son reminds him of his duty to his family and to posterity • the visit of Mercury confirms the gods' intentions for Aeneas - the will of the gods overrides human considerations • duty to family, gods and nation transcend all other obligations <p>Any other valid point.</p>	3	<p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>

Question		Expected response(s)	Max mark	Additional guidance
23.	(a)	<p>Any three from</p> <ul style="list-style-type: none"> • he will be punished on the rocks, that is run aground, be shipwrecked • he will call on Dido's name • her memory will haunt his conscience • she will always be present to him • she will hear about his suffering in the Underworld <p>Any other valid point.</p>	3	1 mark per point with reference to the text.
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • the dead lived on as ghosts • the ghosts could continue to take an active role in the living world • the ghosts knew what was going on in the living world • the underworld was the home of the ghosts <p>Any other valid point.</p>	2	<p>Award a mark for a developed point.</p> <p>1 mark per point with reference to the text.</p> <p>Candidates should demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world.</p>

Question	Expected response(s)	Max mark	Additional guidance
(c)	<p>Choice of strong, portentous words</p> <ul style="list-style-type: none"> • <i>atris ignibus</i> (black fires) • <i>frigida mors</i> (cold death) • <i>improbe</i> (wicked) <p>emphasises horror and doom</p> <p>Direct address</p> <ul style="list-style-type: none"> • <i>i, sequere</i> • <i>pete regna</i> • <i>dabis, improbe, poenas</i> <p>Has the effect of finality, dismissal, the language of a curse</p> <p>Imagery</p> <ul style="list-style-type: none"> • shipwreck on the rocks • calling her name in despair • pursuing: <i>sequar. . .omnibus locis</i> • he will never escape • depths of the underworld • she will always be present • foretelling her own death in chilling terms <p>Metre</p> <ul style="list-style-type: none"> • the metre is chiefly spondaic, giving a heavy, portentous sound suitable to the solemnity of the words <p>Any other valid point.</p>	4	<p>Candidates should give some analysis of the effect of the literary/linguistic techniques of the author.</p> <p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>

Question		Expected response(s)	Max mark	Additional guidance
24.		<p>Any from</p> <ul style="list-style-type: none"> • Dido's achievements are all wasted • Dido looks back in regret to the time before Aeneas arrived • Dido sees now how fortunate she used to be • Dido is resigned to dying and has no hope • Dido is dying without receiving justice • Dido is aware that Aeneas has abandoned her and is at sea • Dido's death is described in graphic and horrific terms <p>Any other valid point.</p>	4	<p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>

Question	Expected response(s)	Max mark	Additional guidance
25.	<p>Possible points:</p> <ul style="list-style-type: none"> • Aeneas' duty is to fulfil the gods' commands and rebuild the community of the Trojans in a new location • Dido's duty is to build a new city for the Tyrian refugees and to keep her vow of loyalty to her dead husband • in each case their clear view is interrupted by their meeting • they act impulsively on personal feelings • they contract a moral obligation to each other • Dido abandons her vow, and her leadership of the building of the city • Aeneas abandons his journey to Italy • Aeneas receives a message from the gods urging him to return to his duty • Dido does not get an external message and remains wrapped up in her personal priorities • Aeneas makes the choice to follow his duty, but this means abandoning his moral obligation to Dido • this involves him in personal anguish and the need to act in a cruel way • Dido gives way to despair as she sees no way out (although she does not seem to consider resetting her priorities to return to working with her people) • the gods are behind the whole episode, suggesting that they regard humans as expendable in pursuing their designs • humans have no escape from the will of the gods and will suffer if they defy it • it is better to accept and obey the will of the gods 	8	<p>A maximum of 5 marks if only one character is discussed or only one side of the question.</p> <p>Candidates should identify, analyse and evaluate clear textual evidence to support their response.</p> <p>Award marks for developed points. Candidates should clearly identify the conflicts generated by the meeting of Dido and Aeneas and the consequences of these conflicts.</p>

Section 4 - Pliny, Letters

Question		Expected response(s)	Max mark	Additional guidance
26.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • it was shaped like a pine tree • it had a very long trunk • the cloud rose high in the sky • the top spread through the sky like branches • it was white in places • it was blotchy and dark or dirty in other places <p>Any other valid point.</p>	3	<p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • a strong blast forced it out of the mountain • it ran out of force at the top • its weight made it spread across the sky rather than keep going up • the amount of ash and dirt made the cloud look whiter or blotchier <p>Any other valid point.</p>	3	<p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>

Question	Expected response(s)	Max mark	Additional guidance
27.	<p>Any from</p> <ul style="list-style-type: none"> • balanced phrasing – <i>properat illuc unde alii fugiunt</i> and comment presents contrast between Pliny’s and civilians’ movements • repetition – <i>rectumque cursum, recta gubernacula</i> and comment on how quickly he acted • repetition of <i>omnes</i> emphasises his fearlessness in face of the danger • repetition of imperfect verb form – <i>dictaret enotaretque</i> and comment on how he kept his actions going • <i>cunctatus</i> - he did show hesitation for a moment • <i>fortuna</i> - he regains his confidence by urging on the boat man <p>Any other valid point.</p>	6	<p>Award 1 mark for appropriate comment on the uncle’s behaviour.</p> <p>Candidates should give some analysis of the effect of the literary/linguistic techniques of the author.</p> <p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>
28.	<p>Any from</p> <ul style="list-style-type: none"> • his breathing was strained and noisy, so he could have choked if he stayed in bed • the courtyard was filling with ash and pumice • the doors would soon be blocked, so he would be trapped <p>Any other valid point.</p>	2	<p>Award a mark for a developed point.</p> <p>1 mark per point with reference to the text.</p>

Question		Expected response(s)	Max mark	Additional guidance
29.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • like Aeneas, Pliny is being asked to tell a story • like Aeneas, Pliny is reluctant to tell his story • like Aeneas, Pliny has been through horrifying experiences • like Aeneas, Pliny has had to escape <p>Any other valid point.</p>	2	<p>Award a mark for a developed point.</p> <p>1 mark per point with reference to the text.</p>
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • at first he was not alarmed • tremors were frequent in that area • that night they became more violent • everything was not just shaking but being overturned <p>Any other valid point.</p>	3	<p>For full marks candidates need to show his attitude changed.</p> <p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>
30.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • people formed a mob • they were looking to follow someone else • they were not willing to make decisions for themselves • they pushed other people along <p>Any other valid point.</p>	3	<p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • he feels superior to them • he is disappointed in their behaviour • he feels threatened by their behaviour • he thinks that they are mindless/unable to think for themselves • he thinks they are following blindly <p>Any other valid point.</p>	3	<p>Award a mark for a developed point.</p> <p>1 mark per point with reference to the text.</p>
31.		<p>Any from</p> <ul style="list-style-type: none"> • vehicles were not staying still on very flat ground • sea was sucked out by an earthquake • the seabed which was normally covered was visible • sea creatures were therefore visible on dry land <p>Any other valid point.</p>	3	<p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>
32.		<p>Any from</p> <ul style="list-style-type: none"> • parents cared about their children’s welfare and safety • children felt responsible for elderly parents • children felt respect for older relatives • the young recognised the authority of older relatives • older relatives could be good role models for the young • younger people might copy older relatives whom they respected • people were anxious to maintain the reputation of family members • young people would speak respectfully to older relatives • young people obeyed instructions and advice from older relatives <p>Any other valid point.</p>	4	<p>Candidates should demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world.</p> <p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>

Question	Expected response(s)	Max mark	Additional guidance
33.	<p>Possible points:</p> <p>Mother</p> <ul style="list-style-type: none"> • mother rushed into his room to convey the panic which contrasts with Pliny's calm • when he says he was getting up to rouse her, it shows he is taking control/looking after her • he shows that she is infirm and unfit, but he takes care of her anyway • he refuses to leave her even when she begs him • showing he is the man of the house, even at 17 <p>Pomponianus</p> <ul style="list-style-type: none"> • he is described as terrified and needs Pliny's uncle to calm him down • he cannot sleep while Pliny's uncle does • he needs Pliny's uncle to show him the best course of action <p>Spanish Friend</p> <ul style="list-style-type: none"> • he scolds Pliny for being too calm to highlight Pliny's calm nature just like his uncle • he tries to urge them to seek safety rather than wait for Pliny's uncle but they refuse showing their loyalty • he runs off for safety implying that he is a weaker character than Pliny <p>Any other valid point.</p>	8	<p>For full marks, all three characters must be considered.</p> <p>Candidates should identify, analyse and evaluate clear textual evidence to support their response. They may choose to focus on the use of language, or the content, or both, in formulating their response.</p> <p>They should give a clear analysis of the text focused on the demands of the question.</p>

Section 5 - Cicero, In Verrem V

Question		Expected response(s)	Max mark	Additional guidance
34.		<p>Any from</p> <ul style="list-style-type: none"> involved great uproar/swearing fighting (drunk) guests carried out as if from battle others left for dead/sprawling, senseless, unaware they looked like the battle of Cannae <p>Any other valid point.</p>	2	Award a mark for a developed point.
35.		<p>Any three from</p> <ul style="list-style-type: none"> ten Roman ships but only one pirate ship pirate ship weighed down by its own load/a sitting duck did not have to capture it so much as tow it away it was found (near Megara) it was close to Syracuse/naval base <p>Any other valid point.</p>	3	1 mark per point with reference to the text.

Question		Expected response(s)	Max mark	Additional guidance
36.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • pirates were part of the slave trade • pirates captured people to sell into slavery • young/skilled/attractive slaves were more valuable • old/ugly had no value • treatment could be cruel • slaves were treated as objects or as property • slaves were given away as gifts/favours • slave jobs included secretaries/musicians • pirates themselves could end up as slaves if captured • slave traders used ships <p>Any other valid point.</p>	4	<p>Candidates should demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world.</p> <p>Award marks for developed points.</p>
	(b)	<p>Any three from</p> <ul style="list-style-type: none"> • they enjoyed seeing their enemy captured • they took pleasure from seeing their enemy suffer • there was national pride in seeing their enemy defeated • they wanted to see their enemy punished • they wanted to get revenge • it was a spectacle to enjoy • it was a day out • it was a community event • it was a tradition • people wanted to 'feast' their eyes on torture/'gorge' their minds <p>Any other valid point.</p>	3	<p>Candidates should demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world.</p> <p>Award marks for developed points.</p>

Question		Expected response(s)	Max mark	Additional guidance
37.		<p>Any from</p> <ul style="list-style-type: none"> • he hid the captured pirate chief • it was normal to display captives • he did not execute the pirate chief • he kept him alive • he was not following the example set by other governors • every previous captured pirate was executed • he imprisoned him • he wanted him alive for a future triumph <p>Any other valid point.</p>	2	<p>Award a mark for a developed point.</p> <p>1 mark per point with reference to the text.</p>
38.	(a)	<ul style="list-style-type: none"> • the prisoner is a fake/substitute/not the real pirate chief 	1	
	(b)	<p>Any one from</p> <p>Convincing</p> <ul style="list-style-type: none"> • it is the sort of thing Verres would do • it is a corrupt thing to do • it is devious • it solves a problem <p>Not convincing</p> <ul style="list-style-type: none"> • Cicero suddenly changes his version of events • he refers to the fake as ‘this’ substitute, pretending he has mentioned him before <p>Any other valid point.</p>	1	

Question		Expected response(s)	Max mark	Additional guidance
39.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • (repeated) rhetorical questions - <i>quo igitur? quo putatis?</i> • tease jury/pique their curiosity to get their attention/make them more receptive • superlatives - <i>alienissimos, remotissimos/maxime, summos</i> • emphasise how far from the sea/unfamiliar with seafaring/landlocked/high/only a fake would be kept so far from the sea • parallel clauses - <i>a piratum. . .a navigando</i> • create suspense/emphasise remoteness from the sea • word order/delay in naming the people of Centuripa - <i>ad Centuripinos</i> • builds up suspense for dramatic effect <p>Any other valid point.</p>	4	<p>Candidates should give some analysis of the effect of the literary/linguistic techniques of the author.</p> <p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • it was far from the sea/up in the mountains • the people knew nothing of pirates • the people would not recognise the prisoner was a fake • the fake pirate would be recognised on the coast/anywhere else • it would be difficult/impossible to rescue anybody in such a remote place <p>Any other valid point.</p>	3	<p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>

Question		Expected response(s)	Max mark	Additional guidance
40.		<p>Any from</p> <ul style="list-style-type: none"> • Verres substituted Roman citizens for missing pirates • he executed Roman citizens • he had Roman citizens thrown into prison • he (falsely) claimed they were traitors/Sertorius' soldiers/joined the pirates voluntarily • he covered their heads to disguise their identity • he executed them even when identity revealed • he dragged them violently to the stake • he rushed them along to stop them being recognised <p>Any other valid point.</p>	4	<p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>
41.	(a)	<p>He is being ironic/sarcastic/saying opposite of what he means</p> <p>Plus any from</p> <ul style="list-style-type: none"> • to indicate Verres' actions anything but great • to discredit his capture of the ship • to undermine his credibility <p>Any other valid point.</p>	2	<p>1 mark for sarcasm plus one for explanation.</p>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Any from</p> <p>Effective</p> <ul style="list-style-type: none"> • sums up the main points • lists his crimes/reduces his achievement to a list of crimes • uses irony/sarcasm to belittle his achievements • highlights Verres' greed • highlights his illegal murder of Roman citizens • undermines Verres' claim to be a great general <p>Not effective</p> <ul style="list-style-type: none"> • anti-climax • it falls flat after the passionate outburst in Extract 7 • it puts property theft on a par with torture and killing <p>Any other valid point.</p>	3	<p>Candidates may argue for or against or a mixture of both.</p> <p>Award marks for developed points.</p> <p>1 mark per point with reference to the text.</p>

Question	Expected response(s)	Max mark	Additional guidance
42.	<p>Proved</p> <p>Extract 1</p> <ul style="list-style-type: none"> • dispensed justice at a price/took bribes • witness statements as proof <p>Extract 2</p> <ul style="list-style-type: none"> • exempted Mamertini from treaty obligations • accepted bribe of a pirate ship • used merchant ship provided by Mamertini to transport stolen good • stored stolen goods in the town <p>Extract 3</p> <ul style="list-style-type: none"> • accepted a bribe to release the pirate chief • took all the valuable prisoners for himself <p>Extract 7</p> <ul style="list-style-type: none"> • people of Syracuse witness to number of missing pirates • executed Roman citizens • in public/in front of witnesses <p>Extract 8</p> <ul style="list-style-type: none"> • stole fine clothing/silver and gold from the pirate ship 	8	<p>Candidates should identify, analyse and evaluate clear textual evidence to support their response.</p> <p>Candidates may argue either way or both.</p> <p>Award marks for developed points.</p>

Question	Expected response(s)	Max mark	Additional guidance
	<p>Not proved</p> <p>Extract 1</p> <ul style="list-style-type: none"> • mainly a personal attack on Verres' character/lifestyle • luxury lifestyle - rose petals at parties/in cushions • laziness - reluctant to travel • riding in a litter • wild parties - battle of Cannae • drinking and womanising - Bacchus and Venus <p>Extract 3</p> <ul style="list-style-type: none"> • admits to guesswork/no real evidence <p>Extract 4</p> <ul style="list-style-type: none"> • keeping pirate alive for triumph plausible <p>Extract 5</p> <ul style="list-style-type: none"> • quarries a distraction/not relevant <p>Extract 6</p> <ul style="list-style-type: none"> • fake pirate made up by Cicero to mislead <p>Any other valid point.</p>		

[END OF MARKING INSTRUCTIONS]