



National
Qualifications
SPECIMEN ONLY

S843/75/11

**Latin
Literary Appreciation**

Date — Not applicable

Duration — 1 hour 20 minutes

Total marks — 40

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

Section 1 — CATULLUS — 20 marks

Section 2 — OVID — 20 marks

Section 3 — VIRGIL — 20 marks

Section 4 — PLINY — 20 marks

Section 5 — CICERO — 20 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.

You must leave your answer booklet on your desk; if you do not, you could lose all the marks for this paper.



* S 8 4 3 7 5 1 1 *

SECTION 1 — CATULLUS — 20 marks

Attempt ALL questions

1. Refer to **Poem 1**, lines 5–9 (*nobis . . . deinde centum*).
- (a) Although *lux* (line 5) and *nox* (line 6) usually mean ‘light’ and ‘night’, what do these words refer to here? 2
- (b) Refer to lines 7–9 (*da mi . . . deinde centum*). Why do you think Catullus uses so much repetition in these lines? 3
2. Refer to the whole of **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) If Lesbia had read this poem afterwards, do you think she would have been pleased with what Catullus had written or not? Explain your answer. 3
3. Refer to the whole of **Poem 6** (*miser Catulle . . .*).
- (a) In line 9, Catullus calls himself *impotens* (powerless). Explain why he feels like this. 2
- (b) Refer to lines 15–18 (*scelesta . . . mordebis*). Catullus asks Lesbia a lot of questions in these lines. What do these questions tell us about Catullus’ feelings towards Lesbia now? Refer to the text to support your answer. 3
4. Refer to the whole of **Poem 7** (*cenabis bene . . .*).
- What can we learn about Roman parties from reading this poem? 3
5. Refer to **Poem 9** (*Asinius Marrucinus . . .*).
- Explain why Catullus threatens Asinius at a party. 2

SECTION 2 — OVID — 20 marks

Attempt ALL questions

6. Refer to **Extract 1**, lines 2–7 (*Just like . . . building*).
Ovid compares the maze to the River Maeander. Do you think the simile is a good one or not? Explain your answer. 3
7. Refer to **Extract 2**, lines 7–10 (*nam ponit . . . aves*).
In what ways was the method Daedalus used to make the wings particularly clever? 3
8. Refer to **Extract 2**, lines 18–24 (*instruit . . . alas*).
In these lines, Daedalus was preparing his son Icarus for the journey ahead. Do you think that Icarus had been well prepared or not? Explain your answer. 3
9. Refer to **Extract 2**, lines 32–35 (*hos aliquis . . . deos*).
In these lines, Ovid describes three people who spotted Daedalus and Icarus making their journey.
- (a) Describe what each of these three people was doing at the time. 3
- (b) Why did these people think they were seeing gods? 2
10. Refer to **Extract 2**, lines 46–50 (*at pater . . . sepulti*).
In what ways does Ovid make this part of the story seem very sad? Refer to the text to support your answer. 3
11. Refer to **Extract 3**, lines 4–9 (*Your sister . . . circle*).
Why do you think the Romans would have been very impressed with a boy like Talus? 3

[Turn over

SECTION 3 — VIRGIL — 20 marks

Attempt ALL questions

12. Refer to the whole of **Extract 1** (Everyone fell silent . . .).
Explain why everyone was so keen to hear Aeneas tell his story. 2
13. Refer to **Extract 2**, lines 6–13 (*fracti . . . complent*).
Consider Virgil’s description of the horse. In what ways does the horse sound unbelievable? Refer to the text to support your answer. 2
14. Refer to **Extract 2**, lines 22–23 (*hic Dolopum . . . solebant*).
(a) Virgil repeats the word *hic* (‘here’) three times. Explain why this repetition helps to bring this part of the story to life. 3
(b) Refer to line 22. Why do you think Achilles gets mentioned specifically by name? 2
15. Refer to **Extract 2**, lines 24–27 (*pars stupet . . . ferebant*) and the whole of **Extract 3** (But Capys . . .).
Explain why the Trojan people were now ‘split into opposing groups’ (line 4). 2
16. Refer to **Extract 4**, lines 6–14 (*aut hoc . . . cavernae*).
(a) Refer to lines 6–9 (*aut hoc . . . error*). What did Laocoon think was the purpose of the horse? 3
(b) Refer to lines 11–14 (*sic fatus . . . cavernae*). In what ways does Virgil use language to show how strongly Laocoon felt about the horse? Refer to the text to support your answer. 3
17. Refer to **Extract 5**, lines 7–23 (Suddenly from . . . round shield).
What can we learn from these lines about the part that monsters played in ancient mythology? 3

SECTION 4 — PLINY — 20 marks

Attempt ALL questions

18. Refer to the whole of **Extract 1** (*erat Athenis . . .*).
In what ways do these lines make a good opening to a ghost story? Explain your answer. 3
19. Refer to **Extract 3**, lines 1–10 (*venit . . . incumbit*).
- (a) Refer to lines 1–2 (*venit . . . conducit*). Why do you think Athenodorus was keen to rent the house, even after he had been told it was haunted? 2
- (b) Refer to lines 8–10 (*respicit . . . incumbit*). Describe how Athenodorus behaved when the ghost first arrived. 3
20. Refer to the whole of **Extract 4** (The next day . . .).
Explain why the house was no longer haunted once the ground had been dug up. 2
21. Refer to **Extract 6**, lines 1–3 (*delphinus . . . terrae*).
In these lines, Pliny makes the scene lively for his readers by his clever use of language. Explain how he does this. 3
22. Refer to **Extract 6**, lines 9–13 (*accedunt . . . augetur*).
- (a) Refer to lines 9–10 (*accedunt . . . praebentem*). After the local people stopped feeling ashamed, in what ways did they make contact with the dolphin? 2
- (b) Refer to lines 10–13 (*maxime . . . augetur*). What evidence is there that a strong bond of friendship developed between the first boy and the dolphin? 2
23. Refer to the whole of **Extract 7** (The sight of . . .).
In what ways could mass tourism in the Ancient World spoil little towns like Hippo? 3

[Turn over

SECTION 5 — CICERO — 20 marks

Attempt ALL questions

24. Refer to **Extract 1**, lines 1–5 (*Herculis . . . solent*).
What information does Cicero give about the statue of Hercules in these lines? 3
25. Refer to the whole of **Extract 2** (After that . . .).
What can we learn about violence in Roman society from reading this extract? 3
26. Refer to **Extract 3**, lines 1–8 (*nemo . . . revertantur*).
- (a) Refer to lines 1–3 (*nemo . . . concurritur*). Explain in what ways Cicero creates a sense of excitement in these lines. 3
- (b) Refer to lines 7–8 (*duo . . . revertantur*). Do you think Verres would have been pleased with what his men did bring back to him, or not? Explain your answer. 3
27. Refer to **Extract 4**, lines 10–14 (Once again . . . impossible).
When Sopater reported Verres' personal threats towards him, 'the senate gave Sopater no answer' (line 12). Why do you think the senate did not answer Sopater? Explain your answer. 2
28. Refer to **Extract 5**, lines 3–9 (*in ea . . . oportere*).
- (a) Explain why the people of Tyndaris felt very sorry for Sopater. 3
- (b) What did these people decide to do in the end? 1
- (c) Explain why they came to this decision. 2

[END OF SPECIMEN QUESTION PAPER]



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**Latin
Literary Appreciation**

Marking Instructions

These marking instructions have been provided to show how Qualifications Scotland 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

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) | <ul style="list-style-type: none"> • <i>lux</i> - here means life • <i>nox</i> - here means death | 2 | 1 mark for each point. |
| | (b) | <p>Any from:</p> <ul style="list-style-type: none"> • the repetition emphasises lots of kissing • the repetition suggests the numbers of kisses are being totalled up • the repetition suggests a calculation on an abacus • the repetition suggests obsessive behaviour • the repetition suggests he enjoys kissing her • the repetition suggests he does not want the kissing ever to stop <p>Any other valid point.</p> | 3 | Award a mark for a developed point. |
| 2. | (a) | <p>Any from:</p> <ul style="list-style-type: none"> • he feels (the heat of) love • he feels passion • he feels jealousy • he feels flushed • he feels uncomfortable/hot and bothered <p>Any other valid point.</p> | 2 | Award a mark for a developed point. |

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|---|----------|--|
| | (b) | <p>Any from:</p> <p>Yes:</p> <ul style="list-style-type: none"> • Lesbia might have been flattered • she might have enjoyed having this effect over him • she might have enjoyed his devotion to her • she might have been pleased that Catullus was envious of the other man • she might have liked to have been included in one of his poems <p>No:</p> <ul style="list-style-type: none"> • she might have been embarrassed by his devotion to her • she might have been taken aback by his intensity • she might not have liked to have been included in one of his poems <p>Any other valid point.</p> | 3 | A combination of 'yes' and 'no' responses is acceptable. |
| 3 | (a) | <p>Any from:</p> <ul style="list-style-type: none"> • Catullus cannot break free from Lesbia • he feels tempted to reconcile with her • he feels that it is difficult to walk away from a long-term relationship • he is unable to resist Lesbia's charms • he feels weak in the current situation • he is disappointed with himself <p>Any other valid point.</p> | 2 | Award a mark for a developed point. |

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|--|----------|-------------------------------------|
| | (b) | <p>Any from:</p> <ul style="list-style-type: none"> • Catullus is angry with Lesbia • he is bitter towards Lesbia • he is resentful of how she has treated him • he takes pleasure in imagining a sad future for Lesbia • he takes pleasure in imagining she will have no-one to love her in the future • he feels Lesbia is to blame for her miserable future • he wants her to think what the answers to his questions might be <p>Any other valid point.</p> | 3 | Award a mark for a developed point. |
| 4. | | <p>Any from:</p> <ul style="list-style-type: none"> • Romans sent invitations to parties • Roman parties included food and wine • Roman parties included female company • there would be merriment at parties • there could be perfume at parties • guests could be invited to bring some of the party provisions • guests could be invited to bring a partner/a 'plus one' <p>Any other valid point.</p> | 3 | Award a mark for a developed point. |

| Question | Expected response(s) | Max mark | Additional guidance |
|----------|---|----------|---------------------|
| 5. | <p>Any from:</p> <ul style="list-style-type: none"> • Asinius has stolen napkins • Catullus wanted Asinius to give the napkins back • Asinius' behaviour has spoiled the atmosphere/Asinius' behaviour was not funny • Asinius' behaviour has embarrassed Asinius' brother • Catullus has threatened to write an unflattering poem about Asinius • Catullus thought an abusive poem would be punishment for Asinius <p>Any other valid point.</p> | 2 | |

Section 2 – Ovid

| Question | Expected response(s) | Max mark | Additional guidance |
|----------|---|----------|--|
| 6. | <p>Any from:</p> <p>Yes, it is a good simile:</p> <ul style="list-style-type: none"> • they both twist/turn • they both are confusing • they both wind in different directions <p>No, it is not a good simile:</p> <ul style="list-style-type: none"> • a river only goes one way, a maze goes in different ways • you cannot get lost on a river, as there is only one way to go, unlike a maze • you can see over the top of a river but there is no view ahead in a maze • a river is nothing like a maze in appearance or composition • a river is made by nature, the maze is man-made <p>Any other valid point.</p> | 3 | Candidates can argue ‘yes’ or ‘no’ or a combination of both. |
| 7. | <p>Any from:</p> <ul style="list-style-type: none"> • he used real bird feathers • he used ordinary household items like string/wax • he used the wax as a glue • he tied the feathers with string to reinforce the wax • he shaped the feathers into a curve • he used real birds as a template • he looked to nature for inspiration <p>Any other valid point.</p> | 3 | Award a mark for a developed point. |

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|--|----------|---|
| 8. | | <p>Any from:</p> <p>Yes, well prepared:</p> <ul style="list-style-type: none"> • Icarus was told to fly the middle course • Icarus was warned not to fly too close to the water • Icarus was warned of the risk of feathers getting weighed down by the water • Icarus was warned not to fly too close to the sun • Icarus was warned of the risk of feathers getting scorched by the sun • Icarus was told to ignore the constellations • Icarus was told to follow his father <p>No, not well prepared:</p> <ul style="list-style-type: none"> • Icarus was given no time/opportunity to practise • Icarus had not been shown/taught how to use the wings • the wings were totally unfamiliar to Icarus • Icarus was being given the instructions at the same time as getting the wings fitted, so he was not fully concentrating <p>Any other valid point.</p> | 3 | <p>Award a mark for a developed point.</p> <p>There is no mark for ‘the wax might melt’, as the Latin text does not refer to this.</p> <p>Candidates may argue ‘yes’ or ‘no’, or a combination of both.</p> |
| 9. | (a) | <p>Any from:</p> <ul style="list-style-type: none"> • one person was fishing • one person was looking after sheep • one person was ploughing/farming/working the land <p>Any other valid point.</p> | 3 | 1 mark for each point. |

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|--|----------|-------------------------------------|
| | (b) | <p>Any from:</p> <ul style="list-style-type: none"> • Daedalus and Icarus were flying overhead • the people could see that they were not birds • the people had to make sense of what they were seeing • the people believed in gods • the people accepted that gods could fly • the people knew that humans could not fly <p>Any other valid point.</p> | 2 | |
| 10. | | <p>Any from:</p> <ul style="list-style-type: none"> • Ovid calls Daedalus <i>infelix</i> 'unfortunate' (or similar) • Ovid tells us that Daedalus is no longer a father • Daedalus keeps calling out Icarus' name • he asks Icarus where he is • he spots feathers in the sea • he blames himself/his skills • the father has to bury his own son <p>Any other valid point.</p> | 3 | Award a mark for a developed point. |
| 11. | | <p>Any from:</p> <ul style="list-style-type: none"> • Talus was only twelve years old • he was eager/willing to learn • he was inventive/creative • he used nature for inspiration • he made things that had a real purpose • he looked to his elders for guidance <p>Any other valid point.</p> | 3 | Award a mark for a developed point. |

Section 3 – Virgil

| Question | Expected response(s) | Max mark | Additional guidance |
|----------|---|----------|-------------------------------------|
| 12. | <p>Any from:</p> <ul style="list-style-type: none"> • Aeneas had taken part in the Trojan War • Aeneas would have been a reliable eye witness • the war at Troy would have interested them • the war at Troy was famous • guests after dinner always enjoyed some story-telling <p>Any other valid point.</p> | 2 | |
| 13. | <p>Any from:</p> <ul style="list-style-type: none"> • the horse was as big as a mountain • the horse had been built with help from the gods • there was room inside the horse for men • there was room inside for all the soldiers' armour/equipment • the horse's insides were cavernous <p>Any other valid point.</p> | 2 | Award a mark for a developed point. |
| 14. (a) | <p>Any from:</p> <ul style="list-style-type: none"> • readers can picture the Trojans running from place to place • they can picture the Trojans getting (over-)excited • they can picture the Trojans desperate to see familiar places again • they can picture the Trojans wanting to see the places the Greeks had occupied • they can picture the Trojans pointing out places to each other • they can picture the Trojans not sure which way to go first <p>Any other valid point.</p> | 3 | Award a mark for a developed point. |

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|--|----------|---------------------|
| | (b) | <p>Any from:</p> <ul style="list-style-type: none"> • Achilles was one of the Trojans' biggest enemies • Achilles was one of the most famous soldiers in the Greek army • people would have been interested to know where Achilles himself had stayed • naming Achilles made it all seem more personal • it was not so interesting looking at places where unfamiliar Greeks had stayed <p>Any other valid point.</p> | 2 | |
| 15. | | <p>Any from:</p> <ul style="list-style-type: none"> • the Trojans did not know what to do with the horse • the Trojans were getting conflicting advice • one man/Thymoetes was urging them to take the horse inside the city • one man/Capys was urging them to destroy the horse • there was no-one in charge to give any overall leadership <p>Any other valid point.</p> | 2 | |
| 16. | (a) | <p>Any from:</p> <ul style="list-style-type: none"> • the horse was a way of hiding Greeks inside • the horse was a machine to attack the walls of Troy • the horse was a way to look into Trojan houses • the horse was a viewing platform over Troy • the horse contained some sort of deception <p>Any other valid point.</p> | 3 | |

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|---|----------|--|
| | (b) | <p>Any from:</p> <ul style="list-style-type: none"> • Laocoon grabbed a huge (<i>ingentem</i>) spear • he threw the spear with all his might (<i>validis . . . viribus</i>) • he hurled (<i>contorsit</i>) the spear • (he threw the spear so violently) it quivered (<i>tremens</i>) • (he threw the spear so violently) the cavity in the horse echoed (<i>insonuere</i>) • (he threw the spear so violently) the horse gave out a groan (<i>gemitum</i>) <p>Any other valid point.</p> | 3 | <p>Award a mark for a developed point.</p> <p>Latin references are not required, as long as the candidate shows understanding.</p> <p>No mark is awarded for Latin without a supporting translation.</p> |
| 17. | | <p>Any from:</p> <ul style="list-style-type: none"> • monsters could come out of the sea to terrorise people • monsters could frighten people by their horrible appearance • sea monsters could stir up the sea/cause the sea to swell • monsters could be used as weapons • monsters could be controlled by the gods • monsters could be used to punish people <p>Any other valid point.</p> | 3 | <p>Award a mark for a developed point.</p> |

Section 4 – Pliny

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|---|----------|---|
| 18. | | <p>Any from:</p> <ul style="list-style-type: none"> • there is a big empty house • the house has a ghost • the ghost appears at night time • there is a sound of iron chains rattling • the ghost gradually approaches • the ghost has a frightening appearance <p>Any other valid point.</p> | 3 | <p>Award a mark for a developed point.</p> <p>Maximum of 2 marks for description of the ghost.</p> |
| 19. | (a) | <p>Any from:</p> <ul style="list-style-type: none"> • he wanted to carry out research • he was a philosopher • he was interested in ghosts/the supernatural • he wanted to know if the ghost story was a hoax or not • this could be a case study for him • he wanted to find out the reason why the house was haunted • he wanted to get rid of the ghost <p>Any other valid point.</p> | 2 | <p>Award a mark for a developed point.</p> |
| | (b) | <p>Any from:</p> <ul style="list-style-type: none"> • he looked up/round at the ghost • he recognised the ghost from the description he had been given • he signalled for the ghost to wait • he was not afraid of the ghost/he remained calm • he returned to his writing <p>Any other valid point.</p> | 3 | |

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|---|----------|--|
| 20. | | <p>Any from:</p> <ul style="list-style-type: none"> • the people found bones twisted up with chains • they gave these bones a proper burial • the ghost had now been laid to rest • the ghost had needed help from the living to remove its bones • the ghost no longer needed to approach people in the house for help <p>Any other valid point.</p> | 2 | |
| 21. | | <p>Any from:</p> <ul style="list-style-type: none"> • Pliny uses lots of verbs which show action and movement • he uses the historic present to show vividness/action • he uses historic infinitives to show vividness/action • he uses repetition to show a lot of action • he uses lots of short phrases to show speed <p>Any other valid point.</p> | 3 | For 3 marks, the candidate needs to explain why the scene is made lively by Pliny's use of language. |
| 22. | (a) | <p>Any from:</p> <ul style="list-style-type: none"> • they went up to it • they played with it • they called to it • they touched/stroked it <p>Any other valid point.</p> | 2 | |

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|---|----------|-------------------------------------|
| | (b) | <p>Any from:</p> <ul style="list-style-type: none"> • the boy swam up to it • he jumped on its back • he was (willingly) carried out to sea and back • he thought the dolphin recognised him • he thought the dolphin loved him • the boy in return loved the dolphin <p>Any other valid point.</p> | 2 | |
| 23. | | <p>Any from:</p> <ul style="list-style-type: none"> • the town was attracting too many people • the town was getting unwanted publicity from all round the country • government officials expected their visits to be paid for by the town • the town was losing its peace and quiet • people were only coming just to see the dolphin <p>Any other valid point.</p> | 3 | Award a mark for a developed point. |

Section 5 – Cicero

| Question | Expected response(s) | Max mark | Additional guidance |
|----------|--|----------|-------------------------------------|
| 24. | <p>Any from:</p> <ul style="list-style-type: none"> • the statue was in a temple at Agrigentum • it was very sacred/it was worshipped • it was made of bronze • it was very beautiful • people loved it so much they kissed it • kissing had made the statue’s mouth and chin wear away <p>Any other valid point.</p> | 3 | Award a mark for a developed point. |
| 25. | <p>Any from:</p> <ul style="list-style-type: none"> • attacks were made on temples/statues • crowbars could be used in attacks • the enemy was always a threat • pirate raids were always a threat • runaway slaves could get involved in violence • public leaders could be behind violence <p>Any other valid point.</p> | 3 | |
| 26. (a) | <p>Any from:</p> <ul style="list-style-type: none"> • everyone was stirred into action • even the old and the infirm took part in defending the statue • they got up from their beds during the night to fight • they grabbed whatever weapons they could find • they all ran as one group <p>Any other valid point.</p> | 3 | Award a mark for a developed point. |

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|---|----------|--|
| | (b) | <p>Any from:</p> <p>Yes, pleased:</p> <ul style="list-style-type: none"> • two small statues were better than none • these two statues would have had some value • Verres would not be going away empty-handed/at least he got something from the raid • Verres would not have looked incompetent getting at least two small statues <p>No, not pleased:</p> <ul style="list-style-type: none"> • he did not get the statue he wanted • the two statues he did get were very small • his men let him down • the statue he wanted was very valuable • he might have looked foolish ending up with two small statues • he wanted his orders always to be followed <p>Any other valid point.</p> | 3 | <p>Award a mark for a developed point.</p> <p>Candidates may argue 'yes, pleased' or 'no, not pleased' or a combination of both.</p> |
| 27. | | <p>Any from:</p> <ul style="list-style-type: none"> • the senate had no power to stand up to Verres • the senate accepted that Verres would get the statue in the end anyway • the senate did not want to fall out with Verres • the senate was frightened of Verres • the senate feared they might get threatened too <p>Any other valid point.</p> | 2 | <p>Award a mark for a developed point.</p> |

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|-----|---|----------|-------------------------------------|
| 28. | (a) | <p>Any from:</p> <ul style="list-style-type: none"> • Sopater had been humiliated in public • he was a leader in the town • he did not deserve to be punished/he was innocent • he suffered physical pain • he was naked • he was tied to a metal surface • the weather was atrocious <p>Any other valid point.</p> | 3 | |
| | (b) | <p>Any from:</p> <ul style="list-style-type: none"> • they demanded that the senate hand over the statue to Verres • they caved in to Verres' demands <p>Any other valid point.</p> | 1 | |
| | (c) | <p>Any from:</p> <ul style="list-style-type: none"> • they believed that the gods would punish Verres • they felt so much sympathy for Sopater • they knew a man's life was more valuable than a statue • they could see Sopater's torture needed to stop • they believed an innocent man should not die <p>Any other valid point.</p> | 2 | Award a mark for a developed point. |

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Change since last published:

The duration of the Latin Literary Appreciation exam is reduced by 25 minutes from 1 hour 45 minutes to 1 hour 20 minutes.

The total marks of the exam is reduced to 40 marks and each section is 20 marks.

Both question paper and marking instructions have been reviewed and updated.