



National
Qualifications
RESOURCE

X843/75/11

**Latin
Literary Appreciation**

Marking Instructions

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

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) 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.
- (d) 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.

- (e) 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.

- (f) 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"> • he thinks death is like a sleep • he thinks this sleep is long/everlasting • he thinks there is no coming back <p>Any other valid point.</p>	2	
	(b)	<p>Any three from</p> <ul style="list-style-type: none"> • kissing • loving • living life to the full • spoiling nasty people's curses • ignoring gossip <p>Any other valid point.</p>	3	
2.	(a)	<p>Yes, effective because</p> <ul style="list-style-type: none"> • they emphasise the large number of kisses/countless kisses • they give a feeling of romance • they give an idea of secrecy • they suggest obsession/never being satisfied <p>No, not effective because</p> <ul style="list-style-type: none"> • the excessive number of kisses could sound insincere • the huge number of kisses is ridiculous/exaggerated <p>Any other valid point.</p>	3	<p>Candidates could argue 'yes' or 'no' or a mixture of both.</p> <p>Marks could be awarded for a developed point.</p>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<ul style="list-style-type: none"> • Catullus does not want people to know the precise number of kisses • they could use this number to create spells. • the spells could spoil their relationship <p>Any other valid point.</p>	2	
3.		<ul style="list-style-type: none"> • he describes strong emotions ie love and hate • he contrasts these emotions • he puts these emotions right at the start of the poem: <i>odi et amo</i> • his use of brevity underlines his emotions • he expresses the confusion he feels • he uses rhetorical question to show how confused he is • he says he is in pain/torment • he places <i>excrucior</i> last for emphasis • he places <i>nescio</i> first in the line for emphasis • the passive verb at the end of the poem shows how Catullus has given up control • his emotions are not of his choosing <p>Any other valid point.</p>	4	Award marks for developed points.
4.	(a)	<p>Any two from</p> <ul style="list-style-type: none"> • do not desire Lesbia • do not chase her if she runs away • do not be miserable • harden your heart • stand firm • stop being foolish • accept what is lost 	2	

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • he repeats negative command words • he tells himself to be tough • repetition of <i>obdura/obdurat</i> emphasises he has to be tough/firm • he is talking to himself firmly • word choice <i>impotens</i> • word choice <i>miser</i> • word choice <i>prefer</i> • the last line repeats the idea of being tough <p>Any other valid point.</p>	3	Award marks for developed points.
5.		<p>Any four from</p> <ul style="list-style-type: none"> • he refers to him as ‘my dear Fabullus’ • he calls him ‘my charming friend’. • he calls himself ‘your Catullus’. • he offers ‘undiluted love’ • he offers Fabullus special perfume • he admits to Fabullus he has no money/can’t afford to feed him • he asks him as a favour to bring the food etc • he wants his company • he shares jokes with Fabullus • poem has a ‘jokey’ tone <p>Any other valid point.</p>	4	

Question		Expected response(s)	Max mark	Additional guidance
6.		<p>Any from</p> <ul style="list-style-type: none"> • Romans thought it was important to visit graves/tombs • gifts were offered to the departed spirits • funeral practices were handed down through the generations • they spoke to the dead • some Romans were cremated • these ashes would be buried • it was acceptable for Roman men to cry • people were prepared to travel far to visit graves <p>Any other valid point.</p>	4	Award marks for developed points.
7.		<p>Any from</p> <ul style="list-style-type: none"> • he steals people's napkins • they are robbed while eating and drinking/enjoying themselves • the Romans would think it wrong • the napkins were expensive • napkins were the property of the guests • he uses his left hand, the dirty hand, to steal the napkins • Asinius thinks stealing is a joke/trivial • he causes embarrassment to a family member • reference to 'thefts' in the plural suggests Asinius has been stealing before <p>Any other valid point.</p>	3	

Section 2 – Ovid

Question		Expected response(s)	Max mark	Additional guidance
8.		<p>Any two from</p> <p>Yes</p> <ul style="list-style-type: none"> • he deliberately made it confusing • he made it twisting/like the River Maeander • there were many different pathways • there was no sense of direction • Daedalus himself could barely escape from it <p>No</p> <ul style="list-style-type: none"> • any valid answer <p>Any other valid point.</p>	2	Candidates could argue 'yes' or 'no' or both.
9.	(a)	<p>Any two from</p> <ul style="list-style-type: none"> • he hated his exile • he had been away from home a long time/exile had been too long • he loved the land of his birth/Athens • he felt homesick • he felt trapped <p>Any other valid point.</p>	2	

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Any two from</p> <ul style="list-style-type: none"> • Minos controlled the land • Minos controlled the sea • Minos did not control the sky • Crete was an island <p>Any other valid point.</p>	2	
10.		<p>Any two from</p> <ul style="list-style-type: none"> • it shows Daedalus' care and attention to detail • it shows what a skilled craftsman Daedalus was • it allows us to see exactly how the wings were made • he mentions specifically the wax which later caused the wings to fall apart • it helps the reader to picture the scene • it shows that the materials were basic/everyday items • it shows that Daedalus was resourceful/good at improvising • the wings are going to be very significant in Icarus' death <p>Any other valid point.</p>	2	
11.		<p>Any two from</p> <ul style="list-style-type: none"> • he tried to catch the feathers (in the air) • he played with the wax (with his thumb)/softened the wax • he stood about while his father worked <p>Any other valid point.</p>	2	Award a mark for a developed point.

Question		Expected response(s)	Max mark	Additional guidance
12.		<p>Any four from</p> <ul style="list-style-type: none"> • he should not fly too low • he should not fly too high • he should keep a middle path • he should fly between the sky and the sea • he should not look at the stars • he should follow Daedalus <p>Any other valid point.</p>	4	
13.		<p>Any from</p> <ul style="list-style-type: none"> • Daedalus was crying • Daedalus' hands were shaking • Daedalus kissed son for last time/gave kisses not to be repeated • kisses show love for his son • Daedalus feared for his companion • use of historic present tense makes the scene appear more vivid for the reader • the simile with the two birds emphasises the protective relationship between Daedalus and Icarus • the word "<i>teneram</i>" - tender/vulnerable suggests the love Daedalus felt for Icarus • he was fearful for his companion <p>Any other valid point.</p>	3	<p>For 3 marks, candidates must show awareness of language and relate it to feeling sad for Daedalus.</p> <p>Candidates may discuss any number of uses of language (even one).</p>

Question		Expected response(s)	Max mark	Additional guidance
14.		<p>Any two from</p> <ul style="list-style-type: none"> • description of the islands helps to build up the tension • he wants to show it is a real journey • he wants to show the long distance they travelled • some of the readers may know these islands personally • he wants to show the wings were working • it helps the reader to picture the flight • it adds local colour • Ovid wants to show off his knowledge of geography <p>Any other valid point.</p>	2	
15.		<p>Any four from</p> <ul style="list-style-type: none"> • the wax melts • he tries to beat his bare arms • without his “oars”/feathers/wings, he cannot hold the air • he crashes into the sea • he calls out for his father • the water fills his mouth <p>Any other valid point.</p>	4	
16.		<p>Any three from</p> <ul style="list-style-type: none"> • Daedalus pushed Talus off the top of a tower • Minerva did not want him to die • she changed him into a partridge • every partridge remembers its fall • every partridge stays close to the ground <p>Any other valid point.</p>	3	

Question		Expected response(s)	Max mark	Additional guidance
17.		<p>Any four from</p> <ul style="list-style-type: none"> • Daedalus designed an excellent maze • Daedalus could create wings which can lead to flight • Daedalus is described as a craftsman/famous architect • Romans grouped stars into constellations (which were used for navigation) • Talus is shown using nature (the spine of a fish) to devise tools • Talus is described as inventing a saw • Talus invented devices for drawing circles/compasses • Minerva saved Talus as he is clever • the inventions imitated nature • using basic materials to make wings was impressive • Daedalus tested the invention first on himself <p>Any other valid point.</p>	4	

Section 3 – Virgil

Question		Expected response(s)	Max mark	Additional guidance
18.	(a)	<p>Any two from</p> <ul style="list-style-type: none"> • his home/Troy has been destroyed • he is on a journey to a new home • the gods have diverted him • he has been shipwrecked on the shores of Carthage • Dido has allowed the Trojans to break their journey there <p>Any other valid point.</p>	2	
	(b)	<p>Any two from</p> <ul style="list-style-type: none"> • remembering is very vivid for him • it will be very emotional • he was involved in the events • he witnessed suffering/horrors • he had to leave his city <p>Any other valid point.</p>	2	
19.		<p>Any from</p> <ul style="list-style-type: none"> • it is night time • there is dew • the stars are out/almost setting • it is very late • the stars are personified/advise (sleep) • it is the time for sleep • sound effects creates sleepy atmosphere <p>Any other valid point.</p>	3	Award marks for developed points.

Question		Expected response(s)	Max mark	Additional guidance
20.		<p>Any from</p> <ul style="list-style-type: none"> • the Greeks beaten • they built the horse • Minerva helped them • it was as an offering • it was for their safe journey home <p>Any other valid point.</p>	3	Award marks for developed points.
21.		<p>Any from</p> <ul style="list-style-type: none"> • the soldiers were specially chosen • the contents of the horse are hidden/secret • the soldiers are inside • there is danger inside the horse • the horse is about to produce/give birth to soldiers • the soldiers are armed/ready to fight • choice of words suggests menace <p>Any other valid point.</p>	3	Award marks for developed points.
22.		<p>Any two from</p> <ul style="list-style-type: none"> • the Trojans think that the Greeks have left • the Greeks are actually still nearby/in Tenedos • the Trojans think that their troubles are over/the war was won <p>Any other valid point.</p>	2	

Question		Expected response(s)	Max mark	Additional guidance
23.		<p>Any three from</p> <ul style="list-style-type: none"> • they can go out through the gates/open the gates • they can walk around the shoreline • they are no longer afraid • they are free to enjoy life • they see/visit the places where the Greeks/Greek camp were • they wonder at the horse/the horse's size <p>Any other valid point.</p>	3	
24.		<p>Any from</p> <ul style="list-style-type: none"> • he comes running • he is ablaze • he calls the Trojans pitiable • he thinks they have lost their minds/they are mad • he does not believe as they do • alliteration of "d" in line 5 emphasises his scathing tone • rhetorical questions show his disbelief/frustration/anger • he tells them not to trust the horse • he is fearful even when Greeks appear to be friendly <p>Any other valid point.</p>	4	Award marks for developed points.

Question		Expected response(s)	Max mark	Additional guidance
25.		<p>Any two from</p> <ul style="list-style-type: none"> • Laocoon is close to revealing the truth about the horse. • it shows that the Trojans did not have Fate on their side. • the spear does not penetrate the horse to strike the soldiers/ open up the horse to reveal the soldiers • if it opened up, the plan would be ruined • it was the moment that decided the fate of Troy would be destruction <p>Any other valid point.</p>	2	
26.		<p>Any two from</p> <ul style="list-style-type: none"> • the Trojans were only defeated through trickery • the great Greek warriors (Diomedes, Achilles) could not defeat them. • 10 years of war did not defeat them. • a thousand ships did not defeat them <p>Any other valid point.</p>	2	
27.		<p>Any from</p> <ul style="list-style-type: none"> • Aeneas has a strong sense of duty • the Trojans have withstood great suffering in the fight against the Greeks • the Trojans worshipped the gods • not all Trojans were gullible • the Trojans were brave fighters • the Trojans did not give up without a fight • the Trojan survivors found an even greater city, Rome <p>Any other valid point.</p>	4	Award marks for developed points.

Section 4 – Pliny

Question		Expected response(s)	Max mark	Additional guidance
28.	(a)	<p>Any one from</p> <ul style="list-style-type: none"> the sound of iron a clattering of chains <p>Any other valid point.</p>	1	
	(b)	<p>Any three from</p> <ul style="list-style-type: none"> extremely thin filthy long beard bristling with hair wearing/shaking chains <p>Any other valid point.</p>	3	
29.	(a)	<p>Any two from</p> <ul style="list-style-type: none"> he was suspicious of the cheap price he made further enquiries he was interested in finding out about the ghost he rented the house <p>Any other valid point.</p>	2	

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Any two from</p> <ul style="list-style-type: none"> • he was interested in the haunted house • he wanted the house for research • he made notes (while waiting for the ghost) • he concentrated hard • he forced himself not to imagine empty fears • he showed no fear/stayed calm • he wanted to see the ghost/research the ghost <p>Any other valid point.</p>	2	
30.	(a)	<p>Any one from</p> <ul style="list-style-type: none"> • the sound of iron • the moving/rattling of chains <p>Any other valid point.</p>	1	
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • he did not raise his eyes • he did not put down his pen • he concentrated his mind • he kept his ears open • Athenodorus signalled that the ghost should wait • he turned his attention back to his writing <p>Any other valid point.</p>	4	

Question		Expected response(s)	Max mark	Additional guidance
	(c)	<p>Any from</p> <ul style="list-style-type: none"> • he felt in charge of the situation • he wanted to show that the ghost could not frighten him • he wanted to finish his writing • he was wary about following the ghost • he wanted to stand up to the ghost/show him who was boss <p>Any other valid point.</p>	2	Award a mark for a developed point.
31.		<p>Any from</p> <ul style="list-style-type: none"> • some believed that ghosts could haunt houses • some believed that ghosts could do you harm • some believed in the existence of ghosts • some believed that without proper burial the ghost would not be able to rest • some believed ghosts were frightening • some believed ghosts kept their human appearance • some believed ghosts could communicate with the living • some believed ghosts needed the help of the living • some were keen to research them <p>Any other valid point.</p>	4	Award marks for developed points.

Question		Expected response(s)	Max mark	Additional guidance
32.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • repetition of <i>nunc</i> (now) • the actions of the dolphin are random • the dolphin's actions are given in a list • opposite actions (leading, then following the boy) • tenses (present tense and historic infinitive) • there are lots of verbs showing lots of action • the description seems fast-paced • lack of connecting words (asyndeton) <p>Any other valid point.</p>	3	Award marks for developed points.
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • the dolphin was a wild animal • the dolphin took him out to sea • the boy could have drowned • the boy had not experienced this kind of behaviour from an animal before • the dolphin targeted the boy <p>Any other valid point.</p>	2	Award a mark for a developed point.
33.		<p>Any two from</p> <ul style="list-style-type: none"> • they felt ashamed for being afraid of the dolphin • they felt that their peers might laugh at them • they wanted to prove they were not afraid • they had been brought up by the sea • they could see the dolphin was not dangerous • the dolphin seemed to want to play <p>Any other valid point.</p>	2	Award a mark for a developed point.

Question		Expected response(s)	Max mark	Additional guidance
34.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • he might be upset/sad • he might be angry • he might confront those who killed the dolphin • he might try to befriend another dolphin • he might not want to go swimming again • he might try to avenge the dolphin • he might decide to leave Hippo • he might have felt let down by adults <p>Any other valid point.</p>	2	
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • charge people to watch the dolphin • move the dolphin to another place • display the dolphin in an aquarium/zoo • limit the number of visitors • frighten the dolphin away • tell the boy not to go down to the beach • ignore the dolphin and it will go away <p>Any other valid point.</p>	2	

Section 5 – Cicero

Question		Expected response(s)	Max mark	Additional guidance
35.	(a)	<p>Any two from</p> <ul style="list-style-type: none"> • it was beautiful • it was made of bronze • it was of a god/Hercules <p>Any other valid point.</p>	2	
	(b)	<p>Any one from</p> <ul style="list-style-type: none"> • the statue’s mouth got worn away with kissing • the statue’s chin got worn away with kissing 	1	
36.		<p>Any from</p> <ul style="list-style-type: none"> • the attack happened at night/it was a stormy night • the attack was sudden • there was running around/rushing/panic/haste • the slaves/attackers were armed • there was shouting • there was resistance • everyone was trying hard to defend • people were seriously injured • verbs in the historic present makes the action vivid <p>Any other valid point.</p>	4	Award marks for developed points.

Question		Expected response(s)	Max mark	Additional guidance
37.		<p>Any from</p> <ul style="list-style-type: none"> • there were watchmen to guard the temple • there were keepers tending to the temple • the watchmen and keepers were prepared to fight in defence of the temple • the temple doors were bolted • considerable force was needed to access the cult statue • the attackers had to smash the bolts • the doors had to be broken down (suggesting these were substantial) <p>Any other valid point.</p>	3	Award marks for developed points.
38.	(a)	<p>Any from</p> <p>Yes</p> <ul style="list-style-type: none"> • the whole town responded • the old were willing to fight • the weak were willing to fight • they grabbed weapons • they came to the temple quickly/they came running • they came from all parts of the city • they stoned the attackers • they made the attackers run away <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> <p>Yes</p> <ul style="list-style-type: none"> • they had brought crowbars with them • they had brought ropes with them • they came in a large group • they came under cover of darkness <p>No</p> <ul style="list-style-type: none"> • they under-estimated the townspeople • they under-estimated the scale of the job • they were unable to move the statue • they under-estimated the strength of resistance from the guards • they did not have enough men • they did not have enough tools • they possibly did not have the right tools • they misjudged how long it would take <p>Any other valid point.</p>	3	<p>Candidates can argue both 'yes' and 'no'.</p> <p>Award marks for developed points.</p>

Question		Expected response(s)	Max mark	Additional guidance
39.	(a)	<p>Any one from each list</p> <p>Violent</p> <ul style="list-style-type: none"> • he threatened Sopater with death/a beating • he ordered Sopater to be manhandled/thrown • he ordered Sopater to be stripped <p>Greedy</p> <ul style="list-style-type: none"> • he wanted the statue for himself • he was prepared to steal the statue • he wanted his own way/became obsessed <p>Disrespectful</p> <ul style="list-style-type: none"> • he showed no respect to the gods • he showed no respect to Sopater • he showed no respect to the local senate • he showed no respect for local laws • he showed no respect for the high office he held • he showed no respect for the statue 	3	For full marks, all 3 characteristics must be covered.

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Any from</p> <p>No</p> <ul style="list-style-type: none"> • Cicero was being sarcastic/trying to be funny • Sopater would not be treated with gentleness and kindness • Sopater will be treated in the opposite way/cruelly/harshly/in a humiliating way • Cicero says these words to amuse the jury • Cicero says these words to make Verres look bad <p>Any other valid point.</p>	2	Award a mark for a developed point.
40.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • they banded together • they pitied Sopater's suffering • they shouted • they put pressure on the senate to hand the statue over • they felt the gods would punish Verres • they felt strongly an innocent man should not die • they promised Verres the statue <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> <p>Yes</p> <ul style="list-style-type: none"> • the punishment of Sopater had to be stopped • a man's life was worth more than a statue • the public humiliation was too much • they realised they were beaten/Verras could not be stopped <p>No</p> <ul style="list-style-type: none"> • the gods are more important than people • they should have stuck to their initial refusal • they should have supported Sopater earlier • they should not have given way to Verras' bullying tactics <p>Any other valid point.</p>	3	<p>A combination of 'yes' and 'no' answers is acceptable.</p> <p>Award a mark for a developed point.</p>
41.		<p>Any from</p> <ul style="list-style-type: none"> • temples were in or near the forum • people were punished in the forum • court cases were held in the forum • the governor had an official chair in the forum • there was a raised platform in the forum • a forum could have statues • politicians would conduct business in the forum <p>Any other valid point.</p>	3	

[END OF MARKING INSTRUCTIONS]