National Qualifications 2024

2024 Latin

Literary Appreciation

National 5

Question Paper Finalised 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) 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)		**Any 1 from:** • Catullus' girlfriend • Lesbia **Any other valid point.**	1	
	(b)		**Any from:** • mutual love • ignore gossip • live life to the full • have lots of kisses • don't let other people spoil things **Any other valid point.**	3	Award additional marks for developed points
2.	(a)		**Any 1 from:** • that she would rather marry no one except for Catullus • she would not even marry Jupiter himself	1	

Question			Expected response(s)	Max mark	Additional guidance
	(b)		**Any from:** • he writes "So she says" • the comparison to Jupiter is unrealistic • her words should be written in wind/water • her words are meaningless/not permanent • an eager lover might believe anything **Any other valid point.**	3	Award an additional mark for a developed point Candidates may choose to focus on use of language or content or both.
3.			**Any from:** • contrast of love and hate • (rhetorical) question suggests his confusion • he does not know why he hates and loves • emotional impact of torture • uses lots of verbs to show confusion • he feels is no longer in control of the situation • word choice/position of *odi*/hate • word choice/position of *excrucior*/torture **Any other valid point.**	3	Award an additional mark for a developed point. Candidates may choose to focus on use of language or content or both.
4.	(a)		**Any 2 from:** • stop being a fool • accept that Lesbia is lost to him • move on from Lesbia **Any other valid point.**	2	

Question			Expected response(s)	Max mark	Additional guidance
	(b)		**Any 3 from:** • they were always together/he followed Lesbia everywhere • there was a lot of love • there was lots of fun/happy times • they wanted the same things • it always seemed to be sunny **Any other valid point.**	**3**	
	(c)		**Any from:** • he must not follow her • he must not live unhappily • he must toughen up/not give in • he repeats *obdura* and *obdurat* • he says goodbye to her • he must seek her out no longer **Any other valid point.**	**3**	Award an additional mark for a developed point. Candidates may choose to focus on use of language or content or both.
5.	(a)		**Any from:** • to visit his brother's grave • to pay respects to his dead brother • to bring gifts to the grave **Any other valid point.**	**1**	Award a mark for: • going to Bithynia • going to a new job

Question			Expected response(s)	Max mark	Additional guidance
	(b)		**Any from:** • he repeats the word brother • the repeated 'm' sound shows sadness • he feels that his brother has been stolen from him • he has travelled a long way to visit his grave • he pays respect to his brother's ashes • he is weeping • he has brought gifts to the grave • he gives a final goodbye **Any other valid point.**	3	Award a mark for a developed point.
6.	(a)		**Any from:** • he is a thief • he has a strange sense of humour • he is sneaky • he does not know how to behave/he is spoiling the party • he does not care about other people's feelings **Any other valid point.**	2	Award an additional mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
	(b)		**Any from:** Yes: • abusive poetry could damage his reputation • he will be compared badly to his brother • 300 lines could suggest Catullus is really angry • he may not get any more party invitations No: • Catullus will not write 300 lines • lines of poetry cannot really hurt him • he might enjoy being in Catullus' poem • he could just return the napkins **Any other valid point.**	2	Award an additional mark for a developed point A combination of "yes" and "no" responses is acceptable.
7.			**Any from:** • playful exaggeration (poem 1: number of kisses) • playful exaggeration (poem 7: purse full of cobwebs) • ridiculous imagery (poem 7: nose) • joke invitation (poem 7) • parties need laughter/jokes (poem 7, poem 9) • some people thought pranks were funny (poem 9) • stealing napkins is not always funny (poem 9) **Any other valid point.**	3	A combination of "yes" and "no" responses is acceptable. For 3 marks, candidates need to refer to at least two poems.

Section 2 — Ovid

Question			Expected response(s)	Max mark	Additional guidance
8.	(a)		**Any 2 from:** • it was as confusing as the river Maeander • its paths went in many directions/it had twisting paths • even Daedalus, (the architect), found it difficult to navigate **Any other valid point.**	2	
	(b)		**Any from:** • so that the Minotaur could not escape • to show how clever he was • he wanted to please the king **Any other valid point.**	1	
9.			**Any 3 from:** • Daedalus hated Crete • Daedalus was exiled in Crete • Crete is an island • Minos controlled Crete • Minos controlled the sea around Crete **Any other valid point.**	3	

Question			Expected response(s)	Max mark	Additional guidance
10.	(a)		**Any from:** • they both have feathers • they both curve • the feathers are arranged in order **Any other valid point.**	**1**	
	(b)		**Any from:** • they need string to hold them together • they need wax to fasten them • they are much bigger **Any other valid point.**	**1**	
11.			**Any from:** Yes: • he plays with the wax/feathers • he gets in the way of his father's work • he does not help his father No: • he is only a boy • he is playing and having fun • he is too young to understand **Any other valid point.**	**3**	A combination of "yes" and "no" answers is acceptable. Award marks for developed points.

Question			Expected response(s)	Max mark	Additional guidance
12.			**Any from:** • he warns him about flying too low • he says that water will weigh down the feathers if he flies too low • he warns him about flying too high • he says the sun will burn the feathers if he flies too high • he warns him not to be distracted by the stars **Any other valid point.**	**3**	Award marks for developed points.
13.			**Any from:** • Daedalus was crying • Daedalus' hands were trembling • Daedalus would never kiss his son again • Daedalus was afraid for his son • the baby bird reference shows Icarus to be vulnerable **Any other valid point.**	**3**	Award an additional mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
14.			**Any from:** • people worked as fishermen • they used fishing rods • people worked as shepherds • they used sticks/crooks • they worked as ploughmen/farmers • they used ploughs/farming equipment • they worked outdoors • they did manual labour • they were involved in food production **Any other valid point.**	4	Award marks for developed points.
15.			**Any from:** • he becomes bold • he is enjoying himself too much • he deserts his father • he forgets his father's instructions • he is attracted by the open sky • he flies too high • he flies close to the sun • the sun melts the wax • the wings lose their feathers/the wings fell apart • he cannot fly with bare arms/without the feathers **Any other valid point.**	4	Award marks for developed points.

Question			Expected response(s)	Max mark	Additional guidance
16.			**Any from:** • Daedalus cursed his skills/blamed himself • Daedalus buried Icarus (in a tomb) • the place where Icarus was buried was given his name **Any other valid point.**	**2**	Award a mark for a developed point.
17.			**Any from:** • Talus was that partridge • he was turned into a partridge by Minerva • he took pleasure in seeing Daedalus burying his son • it was a way of getting revenge • every partridge remembers how Talus fell • partridges do not fly high • partridges do not build their nests high • the partridge was named after Talus/Talus' mother • Talus' quick mind is linked to the partridge's quick wings/feet **Any other valid point.**	**3**	Award marks for developed points.

Section 3 — Virgil

Question			Expected response(s)	Max mark	Additional guidance
18.	(a)		**Any 1 from:** • the fall of Troy • the Trojan war • Aeneas' escape from Troy **Any other valid point.**	**1**	
	(b)		**Any 1 from:** • he was personally involved • he was a witness • he had fought in the Trojan War **Any other valid point.**	**1**	
19.			**Any 2 from:** • it was as big as a mountain/very large • it was made with the help of Minerva/Pallas • it was made of wood/fir • it was woven **Any other valid point.**	**2**	Awards marks for any **2** details. Appearance and construction do not need to be answered separately.

Question			Expected response(s)	Max mark	Additional guidance
20.	(a)		**Any 1 from:** • Priam was the king of Troy • while he ruled, Tenedos was famous/rich	1	
	(b)		**Any from:** • Tenedos was in sight of Troy • to use the bay/to anchor their ships • to hide • to complete the trick • it was nearby/convenient • to give the impression the Greeks had gone home • it was deserted • it was dangerous for ships, so the Trojans would not expect the Greeks to go there **Any other valid point.**	3	Award marks for developed points.
21.			**Any from:** • Thymoetes wanted the Trojans to take the horse inside the walls • Thymoetes wanted the horse to be placed in the citadel • Capys wanted the horse thrown into the sea • Capys wanted the horse to be set on fire • Capys wanted the horse drilled into/cut into/opened up • Capys wanted the horse searched for hiding places **Any other valid point.**	3	To gain **full marks** candidates must refer to both men.

Question			Expected response(s)	Max mark	Additional guidance
22.			**Any from:** • Laocoon comes running • he shouts from a distance away • he is raging with anger • he calls the Trojans pitiable/*miseri* • he thinks they have lost their minds/they are mad • he warns them about not trusting Greek gifts • he warns them that Ulysses is known for his trickery • alliteration of "d" in line 5 emphasises his anger • multiple questions show his frustration/anger **Any other valid point.**	3	Award marks for developed points. Candidates may choose to focus on use of language or content or both.
23.	(a)		**Any from:** • the spear stuck in the side of the horse • the spear quivered/trembled • there was an echo from its inside • there was a groan from its inside **Any other valid point.**	2	Award a mark for a developed point.
	(b)		**Any from:** • there would be no fall of Troy • Priam's citadel would still be standing • the Greeks could have been killed/there would be more fighting • the trick would have failed • they would be changing fate **Any other valid point.**	2	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
24.			**Any from:** • the Trojans were only defeated through trickery/not war • 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 **Any other valid point.**	2	Award a mark for a developed point.
25.			**Any from:** • the serpents went for Laocoon like arrows • the serpents killed Laocoon's two sons • the children are tiny/helpless/innocent • the serpents are intimidating in size • they bit off their limbs • they grabbed Laocoon/they held him tight • Laocoon got covered in pus/black venom • he gave off horrible screams • he sounded like a wounded bull (at a sacrifice) **Any other valid point.**	3	Award marks for developed points.

Question			Expected response(s)	Max mark	Additional guidance
26.			**Any from:** • siege warfare • armies were large • ships were used to transport soldiers • wars could last for years • some believed gods intervened in wars • trickery was sometimes used • spies were used • people were emotionally affected/suffered • victorious soldiers were highly regarded/treated as heroes • cities could be totally destroyed • survivors became refugees **Any other valid point.**	**3**	Award marks for developed points.

Question			Expected response(s)	Max mark	Additional guidance
27.			**Any from:** Yes: • Aeneas said he was an eyewitness • Aeneas was emotional telling the story • it explains his presence in Carthage • Dido had invited Aeneas to a banquet, as she was impressed with him • Dido had urged Aeneas to tell his story • Aeneas gave detailed knowledge of the war • other Trojans at the banquet would have corrected him otherwise • Aeneas did not hide the Trojans' mistakes No: • horse built with the help of the gods was not credible • size of the horse was not credible • number of men inside was not credible • the appearance of the sea serpents was not credible • he was only giving the Trojan side of the story • he might be biased **Any other valid point.**	**4**	Award marks for developed points.

Section 4 — Pliny

Question			Expected response(s)	Max mark	Additional guidance
28.	(a)		**Any from:** • (extremely) thin • filthy • long beard • bristling hair • old (man) **Any other valid point.**	3	
	(b)		**Any 1 from:** • to attract attention • to frighten people • to show he needs help • to show he was not finding them comfortable to wear/to try and shake them off **Any other valid point.**	1	
29.			**Any from:** • you could not sleep • you could become sick • you could die • you were terrified • you could not stop thinking about the ghost • you could not remain in the house **Any other valid point.**	3	Award marks for developed points.

Question			Expected response(s)	Max mark	Additional guidance
30.	(a)		**Any 1 from:** • the cheap price of the house made him suspicious • it had been empty for a long time • a big house should have cost more **Any other valid point.**	1	
	(b)	(i)	**Any 1 from:** • he decided to rent it • he decided to move in • he decided to investigate **Any other valid point.**	1	
		(ii)	**Any 2 from:** • he is curious about the ghost • as a philosopher he might want to do research • he wants to find out the truth • he is not convinced by the rumours • he rented as he planned to move on afterwards • it was cheap to rent **Any other valid point.**	2	

Question			Expected response(s)	Max mark	Additional guidance
31.			**Any from:** • it was a silent night • the sound of chains was heard • the noise got louder/closer • Athenodorus did not raise his eyes • he concentrated on writing • the ghost was at the door then inside the door • the ghost was beckoning to him • he ignored the ghost/he signalled for the ghost to wait • use of historic infinitives • use of short phrases **Any other valid point.**	4	Candidates may choose to focus on use of language or content or both. Some analysis is required to gain full marks.
32.			**Any from:** • it was on the coast • there was a lake • there was a chance to do water activities • there were swimming competitions • it was a sociable location • there was something for all age groups • it was child-friendly **Any other valid point.**	3	Award marks for developed points.

Question			Expected response(s)	Max mark	Additional guidance
33.	(a)		**Any from:** • crowds flocked to the beach • they all looked at the sea for the dolphin • they went swimming • the boy was more cautious • the dolphin arrived • the boys fled **Any other valid point.**	2	Award a mark for a developed point.
	(b)		**Any 2 from:** • the dolphin kept coming back/was persistent • the dolphin's behaviour was playful/friendly • the dolphin seemed to be inviting the boy • there was shame in being afraid of the dolphin **Any other valid point.**	2	Award a mark for a developed point.
34.	(a)		**Any from:** • the boy was able to ride the dolphin • the dolphin recognised the boy • the boy and the dolphin loved each other • the boy and the dolphin trusted each other • the boy and the dolphin did not fear each other • they spent a lot of time together **Any other valid point.**	3	Award marks for developed points.

Question			Expected response(s)	Max mark	Additional guidance
	(b)		**Any from:** • it wanted to watch • it was curious • it had nothing to fear • it was a friend of the first dolphin **Any other valid point.**	2	Award a mark for a developed point.
35.			**Any from:** Yes: • the dolphin entertained the people • they became fond of the dolphin • it was a cruel thing to do • there were other ways of solving the dolphin problem • the secrecy suggests the killing would be unpopular • they knew the boy would be upset No: • there were too many tourists/town too crowded • it was too expensive to host visitors • peace and quiet had gone • they wanted the town the way it used to be **Any other valid point.**	3	Award marks for developed points. A combination of 'yes' and 'no' responses is acceptable.

Section 5 — Cicero

Question			Expected response(s)	Max mark	Additional guidance
36.	(a)		**Any from:** • it was in the temple of Hercules • it was in Agrigentum • it was considered to be holy • it was beautiful • it was made of bronze • it was kissed by worshippers • its chin/face had been worn away • it was prayed to/worshipped **Any other valid point.**	3	Award an additional mark for a developed point.
	(b)		**Any from:** • there was an element of surprise • it happened at night-time • they came armed with weapons • a leader was in charge **Any other valid point.**	2	Award a mark for a developed point.
	(c)		**Any from:** • they raised the alarm • they tried to fight back • they tried to defend the temple **Any other valid point.**	2	

Question			Expected response(s)	Max mark	Additional guidance
37.			**Any from:** • it could not be moved • the use of crowbars did not work • it could not be pulled down • the efforts of many men did not help • the temple doors were barred/bolted **Any other valid point.**	2	Award a mark for a developed point.
38.			**Any from:** • everyone joined the attack • they all had some weapons • all ages came together • all levels of fitness came together • news spread fast/good communication • they reacted quickly to the news **Any other valid point.**	3	Award an additional mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
39.			**Any 4 from:** • shocked that the temple was attacked • shocked that Verres was behind the attack • shocked by the violence • shocked that holy statues were stolen • admired the local people for fighting back • amused that the men only stole two statuettes • amused that Verres is referred to as a "famous general" • amused that the attackers are referred to as "soldiers of the night" • angry that damage had been done in the temple • relieved that only two statuettes were stolen **Any other valid point.**	4	Award marks for developed points. To gain full marks candidates need to explain why the jury might have reacted as they did. To gain full marks candidates need to refer to at least **2** reactions.
40.	(a)		**Any 2 from:** • the senate would not allow it • death penalty would be imposed if anyone took it • it would be disrespectful to the gods **Any other valid point.**	2	
	(b)		**Any from:** • Sopater had hoped Verres would have accepted the senate's decision • Verres was still insisting the statue be handed over • Verres threatened Sopater • Verres was ignoring the law • Verres showed no respect to the gods **Any other valid point.**	2	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
41.			**Any from:** • they were held in the open/in the forum • the judge had an official chair • the judge sat on a raised platform • bad weather did not stop the trial • lictors were in attendance • the governor was the judge • the governor could decide the punishment • use of violence in court was not normal **Any other valid point.**	3	
42.	(a)		**Any from:** • Verres showed no respect for Sopater's high position • he was tied to the statue • he was forced to sit astride the statue • he was naked • it was very bad weather • Verres humiliated him • Verres treated him cruelly **Any other valid point.**	4	Award marks for developed points.

Question			Expected response(s)	Max mark	Additional guidance
	(b)		**Any from:** • they believed the gods would punish Verres • they believed Sopater to be innocent • they believed it was wrong for an innocent man to die • Sopater was frozen stiff • Sopater was barely alive • they felt sorry for Sopater • they wanted to stop Sopater's torture **Any other valid point.**	3	Award marks for developed points.

[END OF MARKING INSTRUCTIONS]