



National  
Qualifications  
2025

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**2025 Latin**

**Literary Appreciation**

**National 5**

**Question Paper Finalised Marking Instructions**

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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)	<b>Any from:</b> <ul style="list-style-type: none"><li>• light is life</li><li>• night is death</li></ul>	2	
	(b)	<b>Any two from:</b> <ul style="list-style-type: none"><li>• he likes kissing her</li><li>• it is a way of showing their love</li><li>• he doesn't want anyone to count the number of kisses</li><li>• so that they can't curse Catullus and Lesbia</li></ul> <b>Any other valid point.</b>	2	

Question		Expected response(s)	Max mark	Additional guidance
2.		<p><b>Any four from:</b></p> <p>Admire:</p> <ul style="list-style-type: none"> <li>• Catullus compares the man to a god</li> <li>• the man is sitting opposite Lesbia</li> <li>• Lesbia is flirting with the man</li> <li>• Lesbia is laughing with the man</li> <li>• the man can function talking with Lesbia, unlike Catullus</li> </ul> <p>Hate:</p> <ul style="list-style-type: none"> <li>• Catullus resents the attention Lesbia is giving the man</li> <li>• Catullus is jealous the man is giving Lesbia attention</li> <li>• the man has got what Catullus wants</li> <li>• the situation is making Catullus physically ill</li> <li>• Catullus cannot function seeing the two of them together</li> </ul> <p><b>Any other valid point.</b></p>	4	<p>Award an additional mark for a developed point.</p> <p>Candidates can gain marks for “admire” or “hate” or both.</p>

Question		Expected response(s)	Max mark	Additional guidance
3.		<p><b>Any three from:</b></p> <ul style="list-style-type: none"> <li>• he wants to show how many kisses he wants/wants the kisses never to end</li> <li>• the number of kisses is infinite/very many</li> <li>• there will never be enough kisses for him</li> <li>• no-one knows the number of stars or grains of sand</li> <li>• He wants to sound romantic</li> </ul> <p><b>Any other valid point.</b></p>	3	Award an additional mark for a developed point.
4.		<p><b>Any three from:</b></p> <ul style="list-style-type: none"> <li>• both are strong emotions</li> <li>• he still loves her even though she is treating him badly</li> <li>• he hates her for rejecting him</li> <li>• he is confused/his emotions are conflicted</li> <li>• he is in pain/feeling tortured</li> <li>• his emotions are out of control</li> </ul> <p><b>Any other valid point.</b></p>	3	Award an additional mark for a developed point.

Question		Expected response(s)	Max mark	Additional guidance
5.	(a)	<p><b>Any two from:</b></p> <ul style="list-style-type: none"> <li>• he is angry towards Lesbia</li> <li>• he hopes bad things will happen to her</li> <li>• he is bitter</li> <li>• he takes pleasure from picturing her alone in the future</li> <li>• he is determined to stay tough</li> </ul> <p><b>Any other valid point.</b></p>	2	<p>Award an additional mark for a developed point.</p> <p>For <b>2 marks</b>, the candidate needs to discuss the feelings, not just list them.</p>
	(b)	<p><b>Any three from:</b></p> <ul style="list-style-type: none"> <li>• he calls her names</li> <li>• he bombards her with lots of questions</li> <li>• the questions are all hostile/taunting/aggressive</li> <li>• the questions are meant to make her feel pain/bad</li> <li>• he uses lots of repetition in his question words</li> </ul> <p><b>Any other valid point.</b></p>	3	<p>Award marks for developed points.</p> <p>Candidates may choose to focus on use of language or content or both.</p>

Question		Expected response(s)	Max mark	Additional guidance
6.	(a)	<p><b>Any three from:</b></p> <ul style="list-style-type: none"> <li>• food</li> <li>• a (pretty) girl</li> <li>• wine</li> <li>• witty conversation/salt</li> <li>• laughter</li> </ul> <p><b>Any other valid point.</b></p>	3	
	(b)	<p><b>Any four from:</b></p> <ul style="list-style-type: none"> <li>• Catullus calls Fabullus “my Fabullus”</li> <li>• Catullus calls Fabullus “charming friend” (or similar)</li> <li>• Catullus refers to himself as “your Catullus”</li> <li>• Catullus offers Fabullus undiluted love</li> <li>• Catullus offers Fabullus perfume</li> <li>• Catullus makes the joke about Fabullus’ nose</li> <li>• an invitation like this could only be given to a close friend</li> <li>• Catullus tells Fabullus that he is poor</li> </ul> <p><b>Any other valid point.</b></p>	4	Award marks for developed points.

Question		Expected response(s)	Max mark	Additional guidance
7.		<p><b>Any four from:</b></p> <ul style="list-style-type: none"> <li>• Romans treated the dead with respect</li> <li>• they would travel long distances to pay their respects</li> <li>• they brought gifts to the graves</li> <li>• the dead were normally cremated</li> <li>• it was a family duty to honour the dead</li> <li>• it was a tradition passed down generations</li> <li>• it was permissible to show strong emotion/cry</li> <li>• they believed the spirit went to the underworld/believed in life after death</li> <li>• they do not expect to see the dead again</li> <li>• they used fixed words to say goodbye</li> </ul> <p><b>Any other valid point.</b></p>	4	Award an additional mark for a developed point.

Section 2 – Ovid

Question	Expected response(s)	Max mark	Additional guidance
8.	<p><b>Any two from:</b></p> <p>Yes:</p> <ul style="list-style-type: none"> <li>• the way the river flows is confusing like the maze</li> <li>• the river seems to flow in different directions like the maze's paths</li> <li>• they both twist/turn</li> <li>• They both are unpredictable</li> </ul> <p>No:</p> <ul style="list-style-type: none"> <li>• it would be better to describe the maze itself in more detail</li> <li>• water flows one way so a river would be easy to follow</li> <li>• you can see over a river but you cannot see over a maze</li> </ul> <p><b>Any other valid point.</b></p>	2	<p>A combination of 'yes' and 'no' answers is acceptable.</p> <p>Award a mark for a developed point.</p>
9.	<p><b>Any two from:</b></p> <ul style="list-style-type: none"> <li>• he is stopping Daedalus from leaving Crete</li> <li>• he controls/blocks the land</li> <li>• he controls/blocks the sea</li> <li>• he does not have control of the air</li> </ul> <p><b>Any other valid point.</b></p>	2	<p>Award an additional mark for a developed point.</p>

Question		Expected response(s)	Max mark	Additional guidance
10.	(a)	<p><b>Any three from:</b></p> <ul style="list-style-type: none"> <li>• he places feathers in a line</li> <li>• he ties feathers with thread</li> <li>• he binds feathers with wax</li> <li>• he bends the wings (to make a curve)</li> <li>• he copies real birds</li> </ul> <p><b>Any other valid point.</b></p>	3	Award an additional mark for a developed point.
	(b)	<p><b>Any three from:</b></p> <ul style="list-style-type: none"> <li>• it is more fun to play</li> <li>• he is just a boy</li> <li>• he does not have the skill to help</li> <li>• wax and feathers attract his attention</li> <li>• he does not appreciate the importance of his father's work</li> </ul> <p><b>Any other valid point.</b></p>	3	Award an additional mark for a developed point.

Question		Expected response(s)	Max mark	Additional guidance
11.		<p><b>Any four from:</b></p> <p>Yes:</p> <ul style="list-style-type: none"> <li>• Daedalus emphasises that he should take the middle path</li> <li>• he should not fly lower + reason</li> <li>• he should not fly higher + reason</li> <li>• he warns him not to look at the stars</li> <li>• he tells his son to follow him</li> <li>• the instructions would have worked if Icarus had followed them</li> </ul> <p>No:</p> <ul style="list-style-type: none"> <li>• Daedalus focuses too much on what Icarus should not do</li> <li>• he gives Icarus instructions at the same time as he attaches the wings to his shoulders</li> <li>• he failed to ensure Icarus' undivided attention</li> <li>• he did not give Icarus a chance to practise</li> <li>• he did not give Icarus a chance to ask questions</li> </ul> <p><b>Any other valid point.</b></p>	4	<p>A combination of 'yes' and 'no' answers is acceptable.</p> <p>Award an additional mark for a developed point.</p>
12.	(a)	<p><b>Any two from:</b></p> <ul style="list-style-type: none"> <li>• Ovid compares Daedalus and Icarus to birds leaving their nest</li> <li>• Daedalus is compared to a parent bird</li> <li>• Icarus is compared to a young chick</li> <li>• both Icarus and the chick are vulnerable</li> </ul> <p><b>Any other valid point.</b></p>	2	<p>Award a mark for a developed point.</p>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p><b>Any two from:</b></p> <ul style="list-style-type: none"> <li>• Daedalus leads the way by flying in front</li> <li>• he shows concern for Icarus</li> <li>• he encourages Icarus</li> <li>• he checks on Icarus</li> </ul> <p><b>Any other valid point.</b></p>	2	
13.		<p><b>Any two from:</b></p> <ul style="list-style-type: none"> <li>• he is enjoying flying</li> <li>• he starts taking risks</li> <li>• he is attracted to the sky above/wants to fly higher</li> <li>• he gets over-confident</li> </ul> <p><b>Any other valid point.</b></p>	2	
14.		<p><b>Any four from:</b></p> <ul style="list-style-type: none"> <li>• Icarus flaps his bare arms</li> <li>• Icarus cannot fly without feathers</li> <li>• Icarus shouts out to his father</li> <li>• the sea swallows up his words</li> <li>• Daedalus is described as an unlucky father</li> <li>• Daedalus (does not know he) is no longer a father</li> <li>• Daedalus keeps shouting Icarus' name, (but gets no response)</li> <li>• Daedalus asks where Icarus is (but gets no response)</li> <li>• Daedalus sees feathers in the water</li> <li>• Daedalus curses his skills</li> </ul> <p><b>Any other valid point.</b></p>	4	<p>Award an additional mark for a developed point.</p> <p>For full marks, candidates need to discuss both Icarus and Daedalus.</p>

Question		Expected response(s)	Max mark	Additional guidance
15.		<p><b>Any three from:</b></p> <ul style="list-style-type: none"> <li>• Daedalus had a sister (called Perdix)</li> <li>• Daedalus had a nephew (called Talus)</li> <li>• his sister sent Talus to Daedalus to be taught</li> <li>• Talus was twelve years old when his mother sent him to Daedalus</li> <li>• Talus was a good inventor</li> <li>• Daedalus pushed Talus from a great height</li> <li>• Talus was changed into a bird</li> <li>• Talus' mother gave her name to the bird</li> </ul> <p><b>Any other valid point.</b></p>	3	Award an additional mark for a developed point.
16.		<p><b>Any three from:</b></p> <ul style="list-style-type: none"> <li>• it had a maze</li> <li>• it was the home of the Minotaur</li> <li>• it is an island</li> <li>• one of its rulers was Minos</li> <li>• other Greek islands are close by</li> <li>• it features in mythology</li> </ul> <p><b>Any other valid point.</b></p>	3	Award an additional mark for a developed point.

Section 3 – Virgil

Question		Expected response(s)	Max mark	Additional guidance
17.	(a)	<p><b>Any two from:</b></p> <ul style="list-style-type: none"> <li>• it is late</li> <li>• it is time for sleep</li> <li>• the destruction of Troy is still painful in his memory</li> <li>• he finds it hard to talk about Troy</li> </ul> <p><b>Any other valid point.</b></p>	2	
	(b)	<p><b>Any two from:</b></p> <ul style="list-style-type: none"> <li>• Dido has asked him to tell his story/given a royal command</li> <li>• he does not want to disappoint his audience</li> <li>• he is keen for people to know the true version of events</li> <li>• he wants to show the Trojans in a good light/he wants to show the Greeks in a bad light</li> </ul> <p><b>Any other valid point.</b></p>	2	
18.		<p><b>Any two from:</b></p> <ul style="list-style-type: none"> <li>• soldiers were able to hide inside</li> <li>• it is as big as a mountain</li> <li>• cut wood has been woven together</li> <li>• skill was used in its construction</li> </ul> <p><b>Any other valid point.</b></p>	2	

Question		Expected response(s)	Max mark	Additional guidance
19.		<p><b>Any two from:</b></p> <ul style="list-style-type: none"> <li>• it was well known</li> <li>• it was rich</li> <li>• it was part of Priam's kingdom</li> <li>• it is now just a bay/now abandoned</li> <li>• it is a treacherous anchorage</li> <li>• it was in sight of Troy</li> </ul> <p><b>Any other valid point.</b></p>	2	
20.		<p><b>Any from:</b></p> <ul style="list-style-type: none"> <li>• they have been freed from suffering/grief</li> <li>• they do not keep the gates of Troy locked any more</li> <li>• it pleases them to be able to walk freely</li> <li>• there is happiness at the deserted shore</li> <li>• there is relief the war is now over</li> <li>• Trojans walked where the Greek camp had been</li> <li>• Repetition of <i>hic</i> emphasises the excitement of going from place to place</li> </ul> <p><b>Any other valid point.</b></p>	4	Award an additional mark for a developed point.

Question		Expected response(s)	Max mark	Additional guidance
21.		<p><b>Any from:</b></p> <ul style="list-style-type: none"> <li>• some are shocked by the gift</li> <li>• some are amazed by the size</li> <li>• Thymoetes wants to take it inside the walls of Troy/place it in the citadel</li> <li>• Capys want to destroy it/cut it open</li> <li>• Capys believes that it poses a danger to Troy</li> <li>• they form different factions for keeping it or disposing of it</li> </ul> <p><b>Any other valid point.</b></p>	4	Award an additional mark for a developed point.
22.		<p><b>Any from:</b></p> <ul style="list-style-type: none"> <li>• he is leading a crowd</li> <li>• he is burning/furious</li> <li>• he is running</li> <li>• he speaks to them from far away/shouts</li> <li>• he calls them poor fools/mad</li> <li>• he addresses them with a question</li> </ul> <p><b>Any other valid point.</b></p>	3	Award an additional mark for a developed point.
23.		<p><b>Any four from:</b></p> <ul style="list-style-type: none"> <li>• there are Greeks inside</li> <li>• it will attack their walls/it is a machine of war</li> <li>• it will spy on them in their homes</li> <li>• it will overcome the city</li> <li>• it is from the Greeks and the Greeks are not to be trusted</li> <li>• it is a trick</li> </ul> <p><b>Any other valid point.</b></p>	4	

Question		Expected response(s)	Max mark	Additional guidance
24.		<p><b>Any from:</b></p> <ul style="list-style-type: none"> <li>• he was a priest</li> <li>• he was making an offering</li> <li>• the snakes are horrifying creatures</li> <li>• he sees his sons die</li> <li>• he has wanted to destroy what might be an offering to the gods might have sent the serpents</li> <li>• the gods might have sent the serpents</li> <li>• the description is gruesome</li> </ul> <p><b>Any other valid point.</b></p>	3	Award an additional mark for a developed point.
25.		<p><b>Any from:</b></p> <ul style="list-style-type: none"> <li>• the Greeks are violent</li> <li>• the Greek heroes are fearsome</li> <li>• the Greeks can form cunning plans/are clever</li> <li>• The Greeks use trickery</li> <li>• the Greeks are not to be trusted/are to be feared</li> <li>• Greek trickery is convincing</li> <li>• the Greeks are not superior to the Trojans in warfare</li> <li>• the Greeks are persistent</li> </ul> <p><b>Any other valid point.</b></p>	4	Award an additional mark for a developed point.

Section 4 – Pliny

Question		Expected response(s)	Max mark	Additional guidance
26.	(a)	<p><b>Any three from:</b></p> <ul style="list-style-type: none"> <li>• spacious</li> <li>• roomy</li> <li>• infamous/bad reputation</li> <li>• unhealthy/haunted</li> <li>• located in Athens</li> </ul> <p><b>Any other valid point.</b></p>	3	
	(b)	<p><b>Any from:</b></p> <ul style="list-style-type: none"> <li>• fear</li> <li>• suspense</li> <li>• curiosity</li> <li>• intrigue</li> <li>• anticipation</li> </ul> <p><b>Any other valid point.</b></p>	2	One effect + comment for 2 marks
27.	(a)	<p><b>Any three from:</b></p> <ul style="list-style-type: none"> <li>• he ordered a couch/somewhere to sit</li> <li>• he asked for writing equipment</li> <li>• he asked for a lamp</li> <li>• he sent everyone else away</li> <li>• he settled down to write</li> </ul> <p><b>Any other valid point.</b></p>	3	

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p><b>Any two from:</b></p> <ul style="list-style-type: none"> <li>• to keep himself focused</li> <li>• to avoid imagining the ghost</li> <li>• to pass the time</li> <li>• to document his experience in the house</li> </ul> <p><b>Any other valid point.</b></p>	2	
28.		<p><b>Any four from:</b></p> <p>Yes:</p> <ul style="list-style-type: none"> <li>• the silence in the beginning</li> <li>• it happens at night</li> <li>• the sound of the iron/chains</li> <li>• the noises got louder</li> <li>• the ghost was getting closer</li> <li>• the ghost was at the door, then through the door</li> <li>• the ghost was beckoning to him</li> <li>• the historic infinitives create dramatic effect</li> </ul> <p>No:</p> <ul style="list-style-type: none"> <li>• there is no panic from Athenodorus</li> <li>• there is no sense of physical danger</li> <li>• noise cannot do you any harm</li> <li>• the ghost beckoning could seem friendly</li> <li>• the ghost does not interfere with Athenodorus</li> <li>• The ghost's arrival has already been described</li> </ul> <p><b>Any other valid point.</b></p>	4	<p>Candidates may choose to focus on use of language or content or both.</p> <p>A combination of “yes” or “no” responses is acceptable.</p> <p>Award an additional mark for a developed point.</p>

Question		Expected response(s)	Max mark	Additional guidance
29.		<p><b>Any three from:</b></p> <p>Yes:</p> <ul style="list-style-type: none"> <li>• he solved the mystery of the ghost/he worked out why the ghost kept appearing</li> <li>• the ghost was able to be put to rest/had a proper burial</li> <li>• his reputation was given a boost</li> <li>• satisfaction of a job well done</li> <li>• the bones were buried at public expense</li> <li>• he got other people to do the digging</li> <li>• the house stopped being haunted</li> <li>• the magistrates did as he suggested</li> <li>• he was unharmed</li> </ul> <p>No:</p> <ul style="list-style-type: none"> <li>• he might have been upset by the condition of the skeleton</li> <li>• there was no reason for him to stay in Athens any more/there was no ghost to research</li> <li>• he never solved the puzzle of the ghost's identity</li> </ul> <p><b>Any other valid point.</b></p>	3	<p>A combination of “yes” or “no” responses is acceptable.</p> <p>Award an additional mark for a developed point.</p>

Question		Expected response(s)	Max mark	Additional guidance
30.	(a)	<p><b>Any three from:</b></p> <p>No:</p> <ul style="list-style-type: none"> <li>• the dolphin targeted him</li> <li>• it followed him</li> <li>• it circled him</li> <li>• it took him out to sea</li> <li>• it picked him up</li> <li>• it was an unusual event</li> <li>• he might never have got back</li> <li>• he might not have known about dolphins</li> </ul> <p>Yes:</p> <ul style="list-style-type: none"> <li>• it was nice to be the centre of attention</li> <li>• it was flattering for an animal to take an interest</li> <li>• riding on a dolphin's back would be fun</li> <li>• it was exciting</li> <li>• there was no evidence of dolphin aggression</li> <li>• he got back safely in the end</li> <li>• he would have been familiar with sea life</li> </ul> <p><b>Any other valid point.</b></p>	3	<p>A combination of “yes” or “no” responses is acceptable.</p> <p>Award an additional mark for a developed point.</p>
	(b)	<p><b>Any two from:</b></p> <ul style="list-style-type: none"> <li>• everyone rushed up</li> <li>• they asked him questions</li> <li>• they listened to him</li> <li>• they talked about him</li> <li>• they viewed him as a marvel</li> </ul> <p><b>Any other valid point.</b></p>	2	

Question		Expected response(s)	Max mark	Additional guidance
31.	(a)	<p><b>Any three from:</b></p> <ul style="list-style-type: none"> <li>• the dolphin seemed to be inviting him</li> <li>• it was as if the dolphin was calling the boy back</li> <li>• it jumped in and out of the water</li> <li>• it did somersaults</li> <li>• it did this day after day</li> <li>• repetition of <i>hoc</i> emphasises the repetition of the action</li> <li>• he uses a lot of verbs to show a lot of action</li> <li>• lack of connecting words show quick movement</li> </ul> <p><b>Any other valid point.</b></p>	3	Candidates may choose to focus on use of language or content or both.
	(b)	<p><b>Any one from:</b></p> <ul style="list-style-type: none"> <li>• the dolphin was lonely</li> <li>• it wanted to play with the boy</li> <li>• it wanted to see the boy again</li> </ul> <p><b>Any other valid point.</b></p>	1	

Question		Expected response(s)	Max mark	Additional guidance
32.		<p><b>Any four from:</b></p> <ul style="list-style-type: none"> <li>• some travelled great distances to look at them</li> <li>• some made friends with them</li> <li>• some watched them/found them entertaining</li> <li>• some enjoyed telling stories about them</li> <li>• some valued animals as a tourist attraction</li> <li>• some viewed animals as a nuisance</li> <li>• some were frightened of them</li> <li>• some were prepared to kill them</li> <li>• some felt their presence spoiled their surroundings</li> <li>• some thought it shameful to be afraid of animals</li> </ul> <p><b>Any other valid point.</b></p>	4	Award an additional mark for a developed point.

Section 5 – Cicero

Question		Expected response(s)	Max mark	Additional guidance
33.	(a)	<p><b>Any one from:</b></p> <ul style="list-style-type: none"> <li>• it was in the temple (of Hercules)</li> <li>• it was in Agrigentum</li> <li>• it was not far from the forum</li> </ul> <p><b>Any other valid point.</b></p>	1	
	(b)	<p><b>Any one from:</b></p> <ul style="list-style-type: none"> <li>• it was the most beautiful statue he had ever seen</li> <li>• it was very beautiful</li> </ul> <p><b>Any other valid point.</b></p>	1	
	(c)	<p><b>Any two from:</b></p> <ul style="list-style-type: none"> <li>• they respected it</li> <li>• they prayed to it</li> <li>• they worshipped it</li> <li>• they kissed it</li> </ul> <p><b>Any other valid point.</b></p>	2	

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34.		<p><b>Any three from:</b></p> <ul style="list-style-type: none"> <li>• it took place with the help of slaves</li> <li>• the slaves were armed</li> <li>• it was led by Timarchides (Verres' man)</li> <li>• attacking temples was wrong</li> <li>• Verres was behind the attack</li> <li>• the attack was sudden/without warning</li> </ul> <p><b>Any other valid point.</b></p>	3	Award a mark for a developed point.
35.		<p><b>Any two from:</b></p> <ul style="list-style-type: none"> <li>• attacks on temples were illegal</li> <li>• Verres was using his own slaves</li> <li>• Verres was allowing slaves to carry weapons</li> <li>• Verres was using runaway slaves</li> </ul> <p><b>Any other valid point.</b></p>	2	Award a mark for a developed point.
36.		<p><b>Any three from:</b></p> <ul style="list-style-type: none"> <li>• everyone rushed to defend the temple</li> <li>• they got out of their beds</li> <li>• age did not hold them back</li> <li>• weakness did not hold them back</li> <li>• they grabbed any weapons they could find</li> <li>• they were quick to respond to the attack</li> <li>• they came from every part of the city</li> <li>• repetition of <i>neque ... neque, alii....alii</i></li> </ul> <p><b>Any other valid point.</b></p>	3	<p>Candidates may choose to focus on use of language or content or both.</p> <p>Award an additional mark for a developed point.</p>

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37.		<p><b>Any two from:</b></p> <ul style="list-style-type: none"> <li>• in myth, Hercules defeated a boar</li> <li>• 'Verres' means 'boar'</li> <li>• the statue 'defeated' Verres</li> </ul> <p><b>Any other valid point.</b></p>	2	Award a mark for a developed point.
38.		<p><b>Any four from:</b></p> <ul style="list-style-type: none"> <li>• temples were dedicated to gods</li> <li>• they were in public places</li> <li>• they contained statues/precious items</li> <li>• they were vulnerable to attack</li> <li>• their doors were bolted</li> <li>• they had guards</li> <li>• people fought to protect them</li> </ul> <p><b>Any other valid point.</b></p>	4	Award an additional mark for a developed point.
39.		<p><b>Any three from:</b></p> <ul style="list-style-type: none"> <li>• it was respected by the people</li> <li>• the senate refused to remove it</li> <li>• you could get the death penalty for removing it/touching it</li> <li>• the people were not willing to agree to Verres' request</li> <li>• removing it would be disrespectful to the gods</li> </ul> <p><b>Any other valid point.</b></p>	3	

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40.		<p><b>Any two from:</b></p> <ul style="list-style-type: none"> <li>• he made threats to Sopater</li> <li>• he kept asking him questions</li> <li>• he ignored Sopater's previous reply</li> <li>• he said that he would have Sopater beaten to death</li> <li>• He reduced Sopater to tears</li> <li>• He did not care that Sopater respected the statue</li> </ul> <p><b>Any other valid point.</b></p>	2	Award an additional mark for a developed point.
41.		<p><b>Any three from:</b></p> <ul style="list-style-type: none"> <li>• they felt sorry for Sopater</li> <li>• they wanted to stop Sopater's suffering</li> <li>• they were afraid Sopater might die</li> <li>• they felt it was not fair for an innocent man to die</li> <li>• Sopater was a well-known/respected figure</li> <li>• Sopater was naked/tied up in terrible weather</li> </ul> <p><b>Any other valid point.</b></p>	3	Award an additional mark for a developed point.

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42.		<p><b>Any four from:</b></p> <ul style="list-style-type: none"> <li>• attacks were made on temples</li> <li>• crowbars could be used</li> <li>• enemies could attack</li> <li>• pirates could attack</li> <li>• slaves could get involved in violence</li> <li>• people used threats of violence</li> <li>• they used armed gangs</li> <li>• they threw stones</li> <li>• they tortured people</li> <li>• they beat people to death</li> <li>• the death penalty existed</li> <li>• lictors were used to manhandle people</li> <li>• people could be stripped naked for humiliation</li> <li>• public officials could threaten violence</li> <li>• leading men could be victims of violence</li> <li>• violence was linked with greed</li> <li>• the law could not protect you against violence</li> </ul> <p><b>Any other valid point.</b></p>	4	Award marks for developed points.

[END OF MARKING INSTRUCTIONS]