



National
Qualifications
2025

2025 Latin

Literary Appreciation

Advanced Higher

Question Paper Finalised Marking Instructions

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General marking principles for Advanced Higher 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 a candidate response.

- (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 principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Candidates should gain credit 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) Candidates should gain credit for the depth of their response and evaluative development of points made.
A 'point' is to be understood as either:
 - a. a piece of evidence taken from the text
 - b. an evaluative statementIn general, a mark will be awarded for each of the above so that an evaluative statement supported by a piece of evidence would attract 2 marks.
- (f) Reference to the text: where candidates wish to comment on the effectiveness of a choice of word, rhythm, etc, it would be appropriate to quote the Latin. Where the question asks for a comment on the content, references should normally be in English. A direct literal translation is not necessary provided the candidate shows an understanding of the reference.
- (g) In the extended response questions for each author (worth 20 marks), quotation from the text with appropriate translation may be used to provide evidence to support the response. In most cases, the wording of the question will ask candidates to 'refer to the text'. This instruction will mean:
 - In language questions, where the rhythm, sound, alliteration, etc, are critical to answering the question, candidates will be expected to quote the Latin text verbatim to illustrate their response. In these cases a translation of the Latin will not be expected.
 - Where the question refers to the story, argument, etc, candidates will not be expected to quote the Latin, or provide a word-for-word translation, but may simply provide a summary, eg 'Cicero says that no-one has seen the pirate captain'. There are insufficient marks allocated to the paper to allow for giving credit for quoting the Latin, translating it, and commenting on it. It is sufficient for the candidate to refer to the text in such a way as to provide evidence for a judgement or evaluation.
- (h) The extended response question, worth 20 marks for each author, seeks to elicit knowledge, understanding, analysis and evaluation of a Latin text. While structure and English style are desirable, these are not intrinsic skills to be sampled in a Latin Course assessment and candidates should not be penalised on these grounds. Credit should be given, therefore, for an appropriate response to the question irrespective of whether it is structured in continuous prose or as a series of coherent bullet points.

- (i) In the extended response questions for each author, worth 20 marks, credit should be given for any acceptable answer to an evaluation or analysis question, provided that the answer is justified by a valid reason.
- (j) (i) For questions that ask candidates to '**Identify...**', candidates must present in brief form/name.
- (ii) For questions that ask candidates to '**Explain...**' or ask '**In what way...**', candidates must relate cause and effect and/or make relationships between things clear.
- (iii) For questions that ask candidates to '**Analyse**', candidates 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 word choice, imagery, tone, sentence structure, punctuation, sound techniques, and so on.
- (iv) For questions that ask candidates to '**Evaluate...**', candidates must make a judgement on the effect of the language and/or ideas of the text(s).
- (v) For questions that ask candidate to '**Discuss...**' candidates must communicate ideas and information on a subject. It may be possible to debate two sides of the statement.

Marking instructions for each question

SECTION 1: Letters and Letter-writing

Question		Expected response(s)	Max mark	Additional guidance
1.	(a)	<p>Any two from:</p> <ul style="list-style-type: none"> • Trebatius is honest • he is modest • he is an excellent lawyer • he is knowledgeable 	2	
	(b)	<p>Any three from:</p> <ul style="list-style-type: none"> • grab a chariot and escape • remain a close friend of Caesar • make use of a very generous general • make the most of his young age • make the most of an outstanding recommendation • don't let yourself down <p>Any other valid point.</p>	3	Award marks for developed points.
2.	(a)	<ul style="list-style-type: none"> • Cicero compares the assassination of Julius Caesar to a banquet • Antony is described as the leftovers • Cicero means that this was a pleasurable occasion • he is sorry to have not been included • Antony's survival is unfinished business <p>Any other valid point.</p>	3	Award marks for a developed point.

Question		Expected response(s)	Max mark	Additional guidance
(b)		<p>Any 1 from:</p> <p>Mark Antony</p> <ul style="list-style-type: none"> • word position/choice - <i>haec pestis</i> • this scourge, very strong language to convey contempt • use of the superlative/sibilance - <i>foedissimum discessum</i> • emphasises Cicero's contempt <p>And any 1 from:</p> <p>Trebonius</p> <ul style="list-style-type: none"> • sarcasm - <i>viro optimo/beneficio tuo</i> • implies criticism of Trebonius' actions • word choice - <i>subirascor</i> • understates his anger in order to emphasise it • contrast with <i>uni . . . omnibus</i> • emphasises how annoyed he is at Trebonius for causing him personally so much trouble <p>Any other valid point.</p>	4	1 mark for identifying a relevant use of language and 1 mark for an appropriate analytical comment.

Question		Expected response(s)	Max mark	Additional guidance
3.	(a)	<p>Any two from:</p> <ul style="list-style-type: none"> • respectful tone - <i>domine</i> • flatters Trajan's expertise • apologetic/justifies why he is troubling Trajan <p>Any other valid point.</p>	2	
	(b)	<p>Any three from:</p> <ul style="list-style-type: none"> • what the proper procedure for punishing Christians is • whether there should be age distinctions • whether the weak and the strong should be treated the same • whether those who recant should be pardoned • is being a Christian a crime without any criminal activity 	3	
	(c)	<p>Any four from:</p> <p>Reassured</p> <ul style="list-style-type: none"> • affectionate form of address - <i>mi Secunde</i> • assures him he acted appropriately • trusts him to use his own judgement <p>Not reassured</p> <ul style="list-style-type: none"> • the letter is rather short - implying impatience • he tells Pliny not to seek them out - <i>conquirendi non sunt</i> • abrupt tone - suggests impatience/lack of interest • he ignores some of Pliny's concerns • tells Pliny to ignore anonymous pamphlets • suggests Pliny is not in line with government policy <p>Any other valid point.</p>	4	<p>Award marks for a developed point.</p> <p>Candidates can argue for reassured, not reassured, or a mixture of both.</p>

Question		Expected response(s)	Max mark	Additional guidance
4.		<p>Any three from:</p> <ul style="list-style-type: none"> • <i>nihil</i> - emphatic word order • emphasises the danger • figurative language - <i>subrepunt</i> • emphasises the insidious effects of being in a crowd • rhetorical questions - <i>quid me existimas dicere?</i> • encourages the reader to think about the moral dangers • tricolon/use of comparatives - <i>avarior . . . luxoriosior</i> • emphasises the moral risks of being in a crowd • emphatic interjection - <i>immo vero</i> • conveys that the dangers are even greater than previously stated • paradox - <i>inhumanior . . . fui</i> • shocks/puzzles the reader by implying that being among humans makes you less human/humane • <i>mera homicidia sunt</i> - emotive language to emphasise the crowd's blood thirst <p>Any other valid point.</p>	6	1 mark for identifying a relevant use of language and 1 mark for an appropriate comment on its effect.

Question		Expected response(s)	Max mark	Additional guidance
5.		<p>Any four from:</p> <ul style="list-style-type: none"> • he is exploring friendship as a serious topic • he is emphasising the importance of trust/loyalty • he refers to a philosopher (Theophrastus) • he emphasises judging a friend's character • he is making generalised statements <p>Any other valid point.</p>	4	Award marks for a developed point.
6.		<p>Any three from:</p> <ul style="list-style-type: none"> • colloquial opening - "well then" • detailed health advice • particular advice relating to the garden • sharing problems • asking for news/relaying news • acting on a request • teasing Tiro about his literary ambitions <p>Any other valid point.</p>	3	Award marks for a developed point.
7.		<p>Any four from:</p> <ul style="list-style-type: none"> • tearful - weeping as he reads • miserable - keeps repeating this idea • anxious for his family • feels guilty for causing them grief • repeatedly blames himself • bitter about the way he is being treated • pessimistic about the future • staying hopeful for the sake of his family <p>Any other valid point.</p>	4	Award marks for developed points.

Question		Expected response(s)	Max mark	Additional guidance
8.		<p>Any two from:</p> <ul style="list-style-type: none"> • she is shrewd • she is thrifty • she loves Pliny • she enjoys literature • she reads his books <p>Any other valid point.</p>	2	
9.		<p>Candidates need to produce a response based on a wide selection of evidence from across the Prescribed Texts.</p> <p>There should be analysis as well as clear evidence of discussion and evaluation of the relevance of letters.</p> <p>3 marks are available for organisation and structure.</p> <p>Candidates may cover aspects such as:</p> <ul style="list-style-type: none"> • political turbulence • political assassination • military issues • family matters • asking for and giving advice • sharing philosophical views • difficulties of being far from home/homesickness • requesting practical assistance • social issues <p>Any other valid point.</p>	20	<p>Candidates may argue for the content of the letters being relevant, not relevant, or a mixture of both.</p> <p>Award marks for developed points.</p> <p>Candidates should identify, analyse and evaluate clear textual evidence in support of their response and develop a clear line of argument that meets the demands of the question.</p> <p>Only one letter-writer - 7 marks maximum</p> <p>Only two letter-writers - 12 marks maximum</p>

SECTION 2: Ovid and Latin Love Poetry

Question		Expected response(s)	Max mark	Additional guidance
10.	(a)	<p>Any two from:</p> <ul style="list-style-type: none"> • he wants his girlfriend to love him • or to give him reasons why he should love her • or just allows herself to be loved 	2	
	(b)	<p>Any four from:</p> <p>Flattered</p> <ul style="list-style-type: none"> • she will be the subject of his poetry • his poetry will make her famous • she is compared to mythological heroines • she will forever be associated with him <p>Not flattered</p> <ul style="list-style-type: none"> • he doesn't love her for herself • mythological examples imply Ovid may be adulterous • It is only through Ovid that she will be known <p>Any other valid point.</p>	4	<p>Candidates can argue for flattered, not flattered or a mixture of both.</p> <p>Award marks for developed points.</p>
	(c)	<p>Any three from:</p> <ul style="list-style-type: none"> • he has performed good deeds • he has been pious/dutiful • not broken any sacred oath • not abused any treaty with the gods (to deceive men) • victim of unrequited love • said and done everything that should be said and done 	3	

Question		Expected response(s)	Max mark	Additional guidance
	(d)	<p>Any two from:</p> <ul style="list-style-type: none"> • doesn't ask that Lesbia/his girlfriend love him in return • or that she be faithful • but that he be released from suffering • he wants to be well 	2	
11.	(a)	<p>Any three from:</p> <ul style="list-style-type: none"> • at first, he wants a long reply • lines crammed close together/no blank space/writing inscribed in the margins • as his desire/impatience intensifies/to prevent her tiring herself out • he wants the single word 'come' 	3	Candidates must highlight the change in what he wants from a lengthy reply to a short reply.

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Any three from:</p> <ul style="list-style-type: none"> • direct address/personification of the tablet/wax/wood • gives vent to his anger as if to a person/gives his anger a focal point • imperative - <i>ite hinc</i> (get away from here) • contemptuous dismissal conveys his anger • word choice - <i>funebria</i> (for funerals) • curses the tablets as unlucky • word choice/irony - <i>referta</i> (crammed) recalls his dislike of blank space in poem 8 • bitter irony - wax full of writing but of the wrong sort • emphasis by position/delay of subject - <i>Corsica . . . apis</i> (Corsican bee) famous for its bitter honey • delays adds impact to his own bitterness/insulting the wax shows the depth of his anger • reference to hemlock (<i>cicutae</i>) - poison used in executions • abuse of the wax as if its origin was to blame for his suffering • word order/separation of 'de' from 'flore'/of 'longae' from 'cicutae'/delay of 'cicutae' - <i>de longae collectam flore cicutae</i> (from the flower of the long-stalked hemlock) • conveys his rising emotion/building anger 	6	<p>Candidates must give any three relevant uses of language with supporting analytical comment.</p> <p>Maximum of 3 marks for relevant uses of language without any analytical comment.</p>

Question		Expected response(s)	Max mark	Additional guidance
		<ul style="list-style-type: none"> irony '<i>puto</i>' (I suppose) introduces a note of doubt/sarcasm suggests his anger may be exaggerated/bitter word choice/multisyllable word/contrast of one long and several short words - '<i>sanguinolentus</i>' (of blood) as if the tablets drenched with blood - justifies his anger and contempt word choice <i>inutile lignum</i>/useless wood abuse of the tablet 		
12.		<ul style="list-style-type: none"> bullying/controlling/cruel - it's time for repayment/I want to sleep with you coercive/threatening - don't shake your head/I'll reveal all verbally abusive - you ungrateful creature disparaging/patronising - ungrateful creature/your mistress teasing - humorous use of legal/financial language - time for repayment <p>Any other valid point.</p>	3	<p>Candidates must justify their opinion with reference to the text.</p> <p>Award marks for developed points.</p>

Question		Expected response(s)	Max mark	Additional guidance
13.		<p>Any two from:</p> <ul style="list-style-type: none"> • Lesbia embracing 300 lovers at once • he condemns her as promiscuous • identifies their lost love with a flower • emphasising loss of a beautiful thing • Lesbia identified with the plough • emphasises her ruthlessness/insensitivity/destructive power • flower at field's edge destroyed by accident/unintentionally • emphasises Lesbia's insensitivity/her casual attitude to their love <p>Any other valid point.</p>	4	<p>1 mark for a relevant example plus 1 mark for an appropriate comment on effectiveness.</p> <p>A maximum of 2 marks for relevant examples without any evaluative comment.</p>
14.	(a)	<p>Any two from:</p> <ul style="list-style-type: none"> • wandered deranged in the wilderness • faced wild animals • wounded by centaur (Hylaeus) • suffered pain 	2	
	(b)	<p>Any two from:</p> <ul style="list-style-type: none"> • love is being sluggish in his case • love is not coming up with any clever tricks • love is not following its well-worn paths 	2	

Question		Expected response(s)	Max mark	Additional guidance
15.		<p>Any three from:</p> <ul style="list-style-type: none"> • to trick a husband • to conceal their love • to release the lover from love • to make the loved one return their love <p>Any other valid point.</p>	3	Award marks for developed points.
16.	(a)	<p>Any four from:</p> <ul style="list-style-type: none"> • self-important/proud - once opened for mighty triumphs • nostalgic for past glories • snob - sneers at unsightly garlands • grumpy - complaining about the younger generation • moralistic/judgemental - unworthy fists • feels put upon - has to endure lewd graffiti • prudish - her life more foul/scandalous nights <p>Any other valid point.</p>	4	Award marks for developed points.
	(b)	<ul style="list-style-type: none"> • (because) Lydia is old and no longer desirable <p>And any 1 from:</p> <ul style="list-style-type: none"> • door no longer troubled by noisy lovers • sound of its hinges no longer disturbs sleep • lovers rarely call from outside the door <p>Any other valid point.</p>	2	

Question	Expected response(s)	Max mark	Additional guidance
17.	<p>Candidates need to produce a response based on a wide-ranging selection of evidence from across the prescribed texts.</p> <p>3 marks are available for organisation and structure.</p> <p>There should be analysis and discussion of the evidence as well as evaluation of the statement. They could cover aspects such as:</p> <p>Pains of love:</p> <p>Ovid</p> <ul style="list-style-type: none"> • Poem 1 - burning pain of love's arrow • Poem 2 - stress of a sleepless night • Poem 3 - pain of unrequited love • Poem 5 - frustration of the locked out lover • Poem 7 - hardships of serving his mistress • Poem 12 - frustration of rejection <p>Catullus</p> <ul style="list-style-type: none"> • Poems 15 -torment of desire/jealousy • Poems 14/16/17 - hurt by Lesbia's infidelity • Poem 18 - love has become a painful illness • Poem 19 - tortured/torn in two 	20	<p>Candidates can argue for or against or a mixture of both.</p> <p>Award marks for developed points.</p> <p>Candidates should identify, analyse and evaluate clear textual evidence in support of their response and develop a clear line of argument that meets the demands of the question.</p> <p>Award a maximum of 7 marks if candidates discuss only one poet.</p> <p>Award a maximum of 12 marks if candidates discuss only two poets.</p> <p>Any other valid point.</p>

Question	Expected response(s)	Max mark	Additional guidance
	<p>Propertius</p> <ul style="list-style-type: none"> • Poem 20 - pain of unrequited love • Poem 22 - suffering of the abandoned girlfriend • Poem 24 - frustration of the locked out lover <p>Tibullus</p> <ul style="list-style-type: none"> • Poem 26 - frustration of the locked out lover • Poem 27 - harsh servitude of love <p>Horace</p> <ul style="list-style-type: none"> • Poem 29 - torment of jealousy • Poem 30/32 - suffering of woman grown old • Poem 31 - love is fickle <p>Joys of love:</p> <p>Catullus</p> <ul style="list-style-type: none"> • Poem 13 - non-stop kissing • Poem 15 - excitement of initial attraction <p>Ovid</p> <ul style="list-style-type: none"> • Poem 4 - leisurely afternoon with girlfriend • Poem 8 - excitement of anticipation <p>Horace</p> <ul style="list-style-type: none"> • Poem 31 - pleasure of remembering past loves <p>Tibullus</p> <ul style="list-style-type: none"> • Poem 25 - joys of holding loved one/joy of long-lasting love <p>Propertius</p> <ul style="list-style-type: none"> • Poem 22 - simple pleasure of gazing at the beloved <p>Any other valid point.</p>		

[END OF MARKING INSTRUCTIONS]