



National
Qualifications
2026

2026 Latin

Literary Appreciation

National 5

Question Paper Finalised Marking Instructions

These marking instructions have been prepared by examination teams for use by Qualifications Scotland appointed markers when marking external course assessments.

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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)		Any from: • they are close/having a relationship • he loves her • it is a sign of affection • he is possessive/wants to own Lesbia • he wants to remind her that she is his • it was his nickname for her Any other valid point.	3	Award a mark for a developed point.
	(b)		Any from: • they should ignore old men's gossip • their words are worthless/barely worth a penny • their words show that old men are jealous • their words show that old men are (too) strict Any other valid point.	2	Award a mark for a developed point.
	(c)		Any from: • he wants hundreds and thousands of her kisses/he wants her to kiss him a lot • he wants their kissing to be endless • he is anxious that jealous people will be able to count the kisses and spoil things for them • he does not want anything to spoil their relationship Any other valid point.	2	

Question			Expected response(s)	Max mark	Additional guidance
2.			Any from: Poem 1 • there is no life after death • death is like sleeping forever • numbers could be used for making spells • knowing the exact number gave you power over someone else • they believed in evil • they believed that curses could work Poem 3 • they believed in oracles • tombs were sacred/religious sites • they believed in Jupiter/the gods • they believed that the stars kept watch over mortals Any other valid point.	4	Award a mark for a developed point. For full marks the candidates must refer to Poem 1 and Poem 3. Maximum of 3 marks if only one poem is discussed.
3.			Any from: • he feels hate and love • he does not know why he feels as he does • he questions himself/the reader • he is helpless • pain suggests confusion when he is in love Any other valid point.	3	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
4.			Any from: • he will not be in her life • no-one will seek her out/ask her out • she will be miserable • she will be lonely/not be desired • she will not seem beautiful to anyone • she will not have anyone to love • she will not belong to anyone/be in a relationship again • there will be no-one to kiss • there will be no playful affection Any other valid point.	4	Award a mark for a developed point.
5.	(a)		Any from: • a long journey did not put him off • he wants to make sure his brother has had a proper burial • he loves his brother • he is following tradition • he has gifts he wants to deliver • he wants to say a final goodbye Any other valid point.	3	

Question			Expected response(s)	Max mark	Additional guidance
	(b)		Any from: • getting a proper burial was important to them • people would pay their respects at the graveside • gifts could be left at the grave • bodies were cremated • family members felt an obligation to provide a proper burial • the dead were sometimes buried far from home • there could be much weeping/sadness at the grave • it was a chance to get closure • there was a fixed set of words to say at the grave Any other valid point.	3	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
6.	(a)		Funny: - stealing napkins is not a serious crime - mentioning the payment of a large sum of money is an exaggeration meant to be funny - mentioning the writing of 300 lines of poetry is an exaggeration meant to be funny - Catullus calls Asinius a clown, a comic figure Serious: - Catullus accuses Asinius of theft - it is unpleasant to steal items at a party - the theft can spoil the party atmosphere - calling Asinius a clown makes Catullus seem annoyed - Catullus contrasts Asinius with his brother Pollio - Catullus threatens him with punishment - by asking Asinius if he thinks it is funny shows that Catullus does not think it funny Any other valid point.	4	Award a mark for a developed point. The candidate needs to discuss both funny and serious to gain full marks.
	(b)		Any from: - Pollio was embarrassed/too nice to approve of bad behaviour - he wanted the behaviour to be undone - he would have been willing to pay a huge sum of money for the behaviour not to have happened - the two brothers have a very different sense of humour - Pollio and Catullus shared the same disapproval Any other valid point.	2	

Section 2 – Ovid

Question			Expected response(s)	Max mark	Additional guidance
7.			Any from: • he was a great architect • he designed a maze • the maze was full of twists and turns • the maze was confusing even for Daedalus Any other valid point.	2	Award a mark for a developed point.
8.			Any from: • he hates being in Crete • he is in exile • he misses his homeland • he is trapped by the sea/by being on an island • Minos is stopping him from leaving Any other valid point.	3	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
9.			Any from: Yes • Daedalus makes artificial wings • Daedalus copies real birds' wings • Daedalus uses natural materials/basic materials/materials that are to hand • Daedalus uses his creation to lift himself off the ground/to fly • he is defying the laws of nature No • the materials are too basic • the wax could melt • the wings could fall apart • he copied nature rather than invent something totally new • the invention led to Icarus' death Any other valid point.	3	A combination of 'yes' and 'no' answers is acceptable. Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
10.	(a)		Any from: • in the middle • following Daedalus Any other valid point.	1	
	(b)		Any from: • (not) too low/(not) too close to the sea/waves • (not) too high/(not) too close to the sun/fire Any other valid point.	2	
	(c)		• the stars • Bootes/the Ploughman • Helice/the Great Bear • Orion's drawn sword Any other valid point.	1	

Question			Expected response(s)	Max mark	Additional guidance
11.			Any from: No, it does not spoil the story: • it increases tension about what is going to happen • we still do not know when or how or if Icarus will die • it encourages reading until the end • it makes the reader want to find out which one will die, or both, or neither • most readers may well know the outcome of the story anyway • it will engage sympathy Yes, it does spoil the story: • it might make reading the rest of the story pointless now • it removes hope of a happy ending • it removes any excitement/interest about what will happen Any other valid point.	3	A combination of 'yes' and 'no' answers is acceptable. Award a mark for a developed point.
12.			Any from: • there is a man catching fish/holding a fishing rod • there is a shepherd • there is a farmer/someone ploughing • they are amazed to see people flying • they think Daedalus and Icarus are gods Any other valid point.	4	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
13.			Any from: • they tell us where Daedalus and Icarus are flying • they tell us the journey is a long one • they help us to see what Daedalus and Icarus can see • they prove the invention is working • readers may be familiar with these islands • they add a sense of reality • it shows they are very high up Any other valid point.	2	Award a mark for a developed point.
14.			Any from: • Icarus becomes bold/over-confident • Icarus starts to enjoy himself (too much) • Icarus no longer follows Daedalus • Icarus is attracted to the open sky • Icarus flies too high Any other valid point.	3	Award a mark for a developed point.
15.			Any from: • he was clever for his age • he invented the saw • he invented the compasses • he used nature as his template • he was favoured by the gods Any other valid point.	2	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
16.			Any from: • the design of the maze • the design of the wings • using nature as a template • using available/basic materials to make the wings • Daedalus testing the invention of the wings on himself first • Talus was a child genius Any other valid point.	4	Award a mark for a developed point.

Section 3 – Virgil

Question			Expected response(s)	Max mark	Additional guidance
17.			Any from: • his homeland/Troy was defeated • he was involved in/an eyewitness of the war at Troy • remembering past events make him sad • even enemies would find the story hard to tell Any other valid point.	2	Award a mark for a developed point.
18.			Any from: • the Greeks were being beaten back • the war has been going on for years • they have built a horse • Minerva helped them • it was an offering for a safe journey home Any other valid point.	3	Award a mark for a developed point. Maximum of 2 marks for description of horse.

Question			Expected response(s)	Max mark	Additional guidance
19.			Any from: • there is a sense of being free from suffering/grief • they open the gates/they do not need to keep the gates of Troy locked any more • it pleases them to be able to walk freely • there is happiness seeing the deserted shore/where the ships used to be • there is relief at the absence of enemies/Achilles/Dolopes • they enjoy seeing where they used to fight • going from place to place gives the Trojans a sense of freedom • pointing out places gave them joy • repetition of <i>hic</i> ('here') shows how delighted they were Any other valid point.	4	Award a mark for a developed point. Candidates may choose to comment on content, language or both.
20.			Any from: • he guessed the horse was a trick/not a simple gift • he suspected there were Greeks inside the horse • he realised the Greeks were treacherous • he knew it had to be destroyed • he knew the horse was dangerous • he was proved correct Any other valid point.	2	

Question			Expected response(s)	Max mark	Additional guidance
21.	(a)		Any from: • he sees the Trojans are too trusting of the horse • he is aware that some want to take it into the city • he knows the Greeks are their enemies • he is suspicious why enemies should start leaving gifts • he knows Greeks like Ulysses are tricksters • he is right that there are Greeks inside Any other valid point.	3	Award a mark for a developed point.
	(b)		Any from: • he uses great force • the spear is huge • the spear sticks into the side of the horse • the spear trembles • it creates a loud noise • <i>validis ... viribus</i>: alliteration shows force Any other valid point.	3	Award a mark for a developed point. Candidates may choose to comment on content, language or both.
	(c)		• Troy would still be standing • Priam's citadel would remain	2	

Question			Expected response(s)	Max mark	Additional guidance
22.	(a)		Any from: • they held out for ten years • they held out against a thousand enemy ships/a huge army • great Greek warriors could not defeat them • they were never defeated in proper battle Any other valid point.	3	Award a mark for a developed point.
	(b)		Any from: • they were too gullible • they ignored sensible advice • they were too quick to believe the war was over • they were too easily deceived by Sinon Any other valid point.	2	

Question			Expected response(s)	Max mark	Additional guidance
23.			Any from: • the sudden appearance of the serpents is frightening • the serpents grab (two) boys/the priest's sons • they bite off the boys' limbs • they hold the priest in their coils • the priest gives off horrible cries • he is covered in pus/venom Any other valid point.	3	Award a mark for a developed point.
24.			Any from: • she can help/harm people • she can have favourites/can take sides in human conflict/she supported the Greeks • she can use monsters as weapons • she had a temple/statue • she helped to build the wooden horse • she was pitiless/ruthless Any other valid point.	3	Award a mark for a developed point.

Section 4 – Pliny

Question			Expected response(s)	Max mark	Additional guidance
25.			Any from: - the house was haunted/had a ghost - sounds were heard at night - sound of iron/chains - sounds got closer/louder - the ghost had a frightening appearance Any other valid point.	3	Award a mark for a developed point. Maximum of 2 marks for the description of the ghost.
26.			Any two from: - vacant housing was advertised - you could buy/rent a house - a low price could lead to a quick sale - people got suspicious of cheap housing - people might ask locally about the house - negative features of the property would not be shared with potential buyers Any other valid point.	2	

Question			Expected response(s)	Max mark	Additional guidance
27.	(a)		Any one from: • slaves • friends • family Any other valid point.	1	
	(b)		Any from: • he did not want the people to get frightened • he did not want to scare off the ghost by having lots of people around • he wanted to take all the credit for seeing the ghost • he wanted to concentrate on his writing • he did not want to be distracted while observing the ghost Any other valid point.	3	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
28.	(a)		Any three from: • it rattled its chains over the man's head • it tried to get the man's attention • it beckoned to the man • it walked slowly • it went into the garden/courtyard • it disappeared Any other valid point.	3	
	(b)		Any three from: • he was writing/he stopped writing • he looked up at the ghost • he picked up his lamp • he followed the ghost • he gathered up leaves and twigs • he marked the spot where the ghost had disappeared Any other valid point.	3	

Question			Expected response(s)	Max mark	Additional guidance
29.			Any two from: • it had not been given proper burial • it could not rest in peace • it needed help • it was trying to get people's attention • it was trying to give people a clue as to what it wanted • the chains were uncomfortable Any other valid point.	2	
30.			Any two from: • they enjoyed aquatic sports • they were never too old or too young to have fun • they enjoyed having contests • they were willing to take risks/take a challenge Any other valid point.	2	There is no separate mark for fishing, sailing, and swimming. Any mention of any aquatic sport or all three is worth 1 mark .
31.	(a)		Any from: • the dolphin seemed to be inviting them into the sea • it entertained them with various stunts • it did not seem to be dangerous/it seemed to be playful • it kept returning over several days • people became ashamed of their fear to go into the water • people who had been brought up by the sea ought to have known there was nothing to be scared of Any other valid point.	4	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
	(b)		Any from: - the people/the boy had been nervous of the dolphin - they were worried it might be dangerous - as they got to know the dolphin, the people/the boy realised there was nothing to fear - the more they interacted with it, the bolder the people/the boy became - people tend to be afraid of the unknown Any other valid point.	2	Award a mark for a developed point.
	(c)		Any two from: Yes, good choice: - it was amazing for one dolphin to appear, two even more so - it was amazing that the second dolphin wanted to watch the 'show' - it was amazing that the first dolphin brought a friend along No, not a good choice: - there is nothing unusual about dolphins appearing in groups - dolphins are naturally friendly - there must have been lots of dolphins in the sea - if one dolphin could appear, so could a second one Any other valid point.	2	A combination of 'yes' and 'no' responses is acceptable.

Question			Expected response(s)	Max mark	Additional guidance
32.			Any from: Yes, I agree with their decision: • they had to save the town from ruin/they had to restore the town to its former peace and quiet • it was their job to put the town first • the town's money had to be spent wisely • killing the dolphin was the only sure way of getting rid of it for good No, I do not agree with their decision: • it would have gone away on its own accord in the end • It could have been moved to a more appropriate location • they could have made money out of a dolphin show/they could have charged people to see it • lots of people loved it • it made the town famous • killing the dolphin was cruel Any other valid point.	3	A combination of 'yes' and 'no' responses is acceptable.

Section 5 – Cicero

Question			Expected response(s)	Max mark	Additional guidance
33.	(a)		Any from: • it was made of bronze • it was beautiful • he had never seen a lovelier statue • it was an object of devotion/worship • many people wanted to kiss it Any other valid point.	3	Award a mark for a developed point.
	(b)		Any one from: • the people loved the statue so much they wanted to kiss it • all the kisses had damaged/worn away the statue Any other valid point.	1	
	(c)		Any from: • to prevent being spotted • to conceal the attackers' identities • to cause confusion • to attack when the local people were asleep • to create an element of surprise • the temple would be busy with worshippers during the day Any other valid point.	2	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
34.			Any from: • the temple doors were smashed/broken down • a holy statue was being targeted • it was an act against the gods • the attackers were (armed) slaves • the slaves had come from the governor's house Any other valid point.	3	Award a mark for a developed point.
35.	(a)		Any from: • the local people were trying to stop them from stealing the statue • it was taking too long to move the statue • it was too difficult/too heavy to move the statue • the slaves stole the two statuettes to avoid returning empty-handed • the slaves were afraid of what Verres would do if they went back to him with nothing Any other valid point.	3	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
	(b)		Any two from: • Cicero is joking that he is 'splendid' • Verres is the complete opposite/Verres is a bad general • Cicero is using sarcasm • Cicero wants to make the jury laugh/disapprove • Cicero wants to make a fool of Verres Any other valid point.	2	The candidate needs to explain the purpose of the sarcasm to gain a mark.
	(c)		Any two from: • they were making an attack/fighting • they had weapons/were armed • they had a commander • they were following orders Any other valid point.	2	

Question			Expected response(s)	Max mark	Additional guidance
36.			Any from: • he was greedy • he could not lose face • he had to show he was powerful/in control • he had failed to get the statue of Hercules • the statue had value • he wanted to show that the laws of the gods did not apply to him Any other valid point.	3	Award a mark for a developed point.
37.			Any from: • the family members were greatly honoured • statues of family individuals had been made • the statues had been placed in public places • most cities in Sicily had statues of them • Gaius Marcellus was recognised for his service to Tyndaris/Sicily Any other valid point.	3	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
38.			Any from: • Verres was persistent in his demands/he would not give up • Verres was torturing Sopater • people were shouting for the statue to be handed over • people felt sorry for Sopater • people were worried for his personal safety/thought he might die • Sopater was a popular local man • people said the gods would eventually punish Verres/Verres would suffer for his crimes in the end • people said it was not right for an innocent man to die • the senate could not see any other way to save the man Any other valid point.	4	Award a mark for a developed point.
39.			Any from: • Verres tried to steal statues that were special to the local people • Verres organised an attack on a temple special to the local people • Verres showed no respect for the local people's religious beliefs • Verres showed no respect for the local leaders • Verres ignored local laws • Verres showed no respect to statues of local heroes • Verres misused his lictors to intimidate the local people Any other valid point.	4	Award a mark for a developed point.

[END OF MARKING INSTRUCTIONS]