



National
Qualifications
2026

2026 Latin

Literary Appreciation

Higher

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 Higher Latin Literary Appreciation

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Award marks for candidates' understanding of the ideas of the passage, and their analysis and evaluation of the writer's use of language reflected in their responses.
- (d) Candidates gain marks for the depth of their response and evaluative development of points made. A 'point' is a piece of evidence taken from the text, or an evaluative statement. In general, award a mark for each of the above so that an evaluative statement supported by a piece of evidence receives 2 marks.
- (e) 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.
- (f) In the 8-mark extended-response questions, candidates may use quotation from the text with appropriate translation to provide evidence to support their response. In most cases, the wording of the question will ask candidates to 'refer to the text'. This instruction means:
 - in language questions, where the rhythm, sound, alliteration, etc, are critical to answering the question, candidates should quote the Latin text verbatim to illustrate their response. In these cases, they do not need to translate the Latin.
 - where the question refers to the story, argument, etc, candidates do not need to quote the Latin, or provide a word-for-word translation, but may simply provide a summary, for example 'Cicero says that no-one has seen the pirate captain'.
 - do not award marks for quoting the Latin, translating it, and commenting on it. Candidates gain marks by referring to the text in such a way as to provide evidence for a judgement or evaluation.
- (g) For the 8-mark extended-response questions, candidates do not need to demonstrate structure and English style. Award marks for an appropriate response to the question irrespective of whether it is structured in continuous prose or as a series of coherent bullet points.
- (h) In the 8-mark extended-response questions, award marks for any acceptable answer to an evaluation or analysis question, provided the answer is justified by a valid reason.

Marking instructions for each question

Section 1 - Catullus

Question			Expected response(s)	Max mark	Additional guidance
1.	(a)		Any from: • he says Cornelius values Catullus' work • he says that Cornelius has taken on a daring task in writing his history • he is learned • he has worked hard • he has produced three volumes Any other valid point.	2	Award a mark for a developed point.
	(b)		Any from: • he hopes the goddess will protect his work • he hopes that his work will last for more than one generation Any other valid point.	1	

Question			Expected response(s)	Max mark	Additional guidance
2.	(a)		Any from: • he likes Calvus so much that he forgives him for the book • Catullus asks what he has said or done to be punished • he says he does not deserve to receive such bad poetry • he wants the gods to punish the client who gave the book to Calvus Any other valid point.	3	Award marks for developed points.
	(b)		Any from: • Calvus wants to get rid of/re-gift the book • he thinks that a client of Calvus has given him the unwanted book of poetry • he thinks that the client is just a school teacher • he thinks that Sulla has given Calvus the book in thanks for Calvus' support/services • Calvus and Catullus are being superior/snobbish about Sulla Any other valid point.	2	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
3.			Any from: - the exclamation <i>O</i> expresses joy - he calls Sirmio <i>ocelle</i>, little eye: the diminutive shows his affection - he uses the vocative throughout the poem to talk to Sirmio like an old friend that he is happy to see again - he repeats <i>quam . . . quamque</i> to emphasise just how happily and gladly he goes to see Sirmio - he scarcely believes <i>vix . . . credens</i> that he is there - he is happy that it is safe <i>tuto</i> - the rhetorical question shows just how relieved he is to get to Sirmio - he clearly sees Sirmio as home where his guiding spirits are: <i>larem ad nostrum</i> - he praises Sirmio <i>o venusta Sirmio</i> - contrast of <i>labore</i> and <i>lecto</i> Any other valid point.	6	Candidates should identify, analyse and evaluate clear textual evidence to support their response. Award marks for developed points. 1 mark for each appropriate selection of evidence. 1 mark for each accompanying explanation.

Question			Expected response(s)	Max mark	Additional guidance
4.	(a)		Any from: • he calls her ‘my Acme’ • he declares his love for her • he will love her forever • he would face a lion if this is not true • he would die for her Any other valid point.	4	Award a mark for a developed point.
	(b)		Any from: • she calls him “my life” • use of the diminutive in <i>Septimille</i> to show her affection • they serve the ‘master’ of their love • her love is like a fire • her love increases/deepens Any other valid point.	4	Award a mark for a developed point.
	(c)		Yes • blessing signifies approval • there is no-one happier No • Catullus is perhaps exaggerating • he may be being ironic. Any other valid point.	1	

Question			Expected response(s)	Max mark	Additional guidance
5.			Any from: Yesterday • was a time of happy friendship • time spent in 'leisure'/'played' • there was humour - raucous'/'laughter'/'fiery wit' • there was drinking with his friend 'surpassed only by wine' Now • Catullus feels so 'wretched' he cannot eat • he cannot sleep • he longs to spend time with Licinius Any other valid point.	5	Award a mark for a developed point. To gain full marks candidates must refer to Catullus' feelings both 'yesterday' and 'now'. Maximum 3 marks if only one discussed
6.			Any from: • poem 2 - criticising/insulting governor • poem 2 - being caught out in a lie • poem 3 - being sent a bad gift • poem 8 - criticism by Cicero as 'worst of poets' • poem 10 - humour in the courtroom • poem 11 - being lied to by a lover • poem 12 - having faithful behaviour betrayed Any other valid point.	4	Award a mark for a developed point. Candidates should demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world.

Question			Expected response(s)	Max mark	Additional guidance
7.			Yes - Positive characteristics - poem 1: Catullus remembers those who support him, for example by writing poetry - poem 1: he praises his friend where credit is due - poem 3: even if overall Catullus does not like Calvus' gift, he is still complimentary to Calvus at the beginning of the poem - poem 8: he is not afraid to poke fun at well-respected figures like Cicero; he would be fun to be around - poem 9: he plays games with his friends - poem 9: he likes to laugh with his friends No - Negative characteristics - poem 2: he lies to his friend about having a litter - poem 2: he is judgmental about his friend's girlfriend - poem 2: he is derogatory towards women - poem 3: Catullus can be quite rude even to his friends - poem 11/12: Catullus finds it hard to move on from a relationship Any other valid point.	8	Award marks for developed points. Candidates should identify, analyse and evaluate clear textual evidence to support their responses. They may choose to focus on the use of language or the content or both in formulating their responses. They should give a clear analysis of the text focused on the demands of the question. Award a maximum of 5 marks if candidates refer to fewer than three poems.

Section 2 - Ovid

Question			Expected response(s)	Max mark	Additional guidance
8.	(a)		Any from: - the wall is an obstruction/is getting in their way - the wall is stopping them from hugging - the wall is stopping them from kissing - the wall is jealous/keeping them apart on purpose - the wall is providing a crack for them to talk through Any other valid point.	3	To gain three marks, candidates need to discuss at least one positive and one negative feeling. Award a mark for a developed point.
	(b)		Any from: Agree: - the wall cannot hear what they say - the wall will never open up at their bidding - it is pointless to ask a wall/an inanimate object to do anything Disagree: - it shows their frustration - people do talk to inanimate objects - the wall is right in front of them/the only thing they can see Any other valid point.	3	A combination of 'yes' and 'no' answers is acceptable. Award a mark for developed point.

Question			Expected response(s)	Max mark	Additional guidance
9.			Any from: • she is showing that she cares about him • she is hugging him • her tears mingle with his blood • she is kissing him • she is telling him that she is near • she calls his name • she reminds him that she is his darling • her efforts allow him to look at her (for the last time) Any other valid point.	5	Award marks for developed points.
10.			Any from: Extract 1: • they are neighbours • they live in Babylon • they do not approve of their children's love for each other • their children are not able to confide in them/they are not close to their children Extract 4: • they eventually accept that their children were in love • they take pity on their children • they act upon Thisbe's wishes • they bury them together Any other valid point.	3	To gain three marks, candidates need to refer to both Extract 1 and Extract 4. Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
11.			Any from: - Pyramus and Thisbe are determined to be together in spite of parent opposition - their love is like a fire that grows ever stronger - they take huge risks to be together - they are able to spot the crack which no-one else has done - they cannot live without each other - they want to be together in death/buried together/ashes together - they believe that love is stronger than death - their love moves the gods for them to be remembered forever - they will be commemorated by purple berries Any other valid point.	3	Award a mark for a developed point.
12.			Any from: - they lit fires - they re-used warm ash from a previous fire - they used leaves/straw/twigs as fuel - they blew on the fire - they had to economise on fuel - they used blankets - the low roof of the cottage helped to conserve heat Any other valid point.	3	Candidates should demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world. Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
13.			Any from: • she brings out the table • the table has a slope/wobble • one leg is shorter than the others • she fixes the short leg with a piece of clay pot • she wipes the tabletop with mint Any other valid point.	3	Award a mark for a developed point.
14.			Any from: • the gods plan to flood the neighbourhood • the gods want the bad people to be drowned/be punished • the gods want Baucis and Philemon/the good people to be saved • the gods want Baucis and Philemon to be safe on top of a hill • the gods plan to transform the cottage into a temple Any other valid point.	3	Award a mark for a developed point.
15.			Any from: • they are having a conversation • leaves start to sprout out of them • they both start to change at the same time • repetition of <i>frondere</i> shows the suddenness of the leaves appearing (or another appropriate comment) • their names get repeated to show they are linked together • they say the same final words to each other • the bark closes in on them/seals them up • the alliteration of <i>crescente cacumine</i> mimics the creaking and cracking of the bark forming Any other valid point.	6	Candidates need to discuss how Ovid makes this scene come to life to gain 6 marks, not just list what happens. Award marks for developed points.

Question			Expected response(s)	Max mark	Additional guidance
16.			Any from: Pyramus and Thisbe: • children should obey their parents • parents should not be too strict/should respect their children's wishes • inexperience can be dangerous • love can cloud judgment/lead to risky behaviour • one should not make unrealistic plans • one should not jump to conclusions • one should not over-react • love can overcome obstacles/make one brave/make one resourceful Baucis and Philemon: • possessions do not make one happy • one should make the best of adverse circumstances • a successful marriage involves teamwork • one should be generous to strangers • one should care for neighbours • one should respect the gods/moral customs of one's culture Any other valid point.	8	Award a maximum of 5 marks if candidates discuss only one story. Candidates should identify, analyse and evaluate clear textual evidence to support their response. They should give a clear analysis of the text, focused on the demands of the question. Award marks for developed points.

Section 3 - Virgil, *Aeneid*, I, IV, VI

Question			Expected response(s)	Max mark	Additional guidance
17.			Any from: Both are: • tall • beautiful • confident • strong • joyful • regal/queenly • leaders of (young) people • looking to a bright future Any other valid point.	2	
18.	(a)		Any from: • Cupid acts like/takes the place of Ascanius • he enchants Dido • he goes and sits on her knee • he gets her to play with him • he makes her forget about Sychaeus • he makes her heart once again begin to feel love • he makes her fall in love with Aeneas Any other valid point.	2	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
	(b)		Any from: • unlucky Dido - <i>infelix</i> • doomed to her future ruin - <i>pesti devotae futurae</i> • <i>falsi</i> - Aeneas is deceived/deceiving • <i>inscia</i> - Dido does not know • <i>miserae</i> - wretched • <i>petit</i> - Cupid targets Dido • <i>ardescit</i> - burning, hints at destruction • <i>abolere Sychaeum</i> - verb suggests violence, wiping out Any other valid point.	4	Award marks for developed points.
	(c)		Spoils: • there is no element of surprise • gives the ending away • there is no hope for a happy ending Improves: • it creates suspense • the reader wants to know what happens • it is more exciting • we know that each step in the story is leading to a conclusion • Dido does not know the outcome but the reader does - this gives scope for tragic pathos or dramatic irony • it can elicit pity for a character the reader knows is doomed Any other valid point.	3	Award a mark for a developed point. Candidates may gain credit for arguing either viewpoint.

Question			Expected response(s)	Max mark	Additional guidance
19.			Effective: • Dido is suffering like a deer that has been hit by an arrow • Dido is roaming round the city, as the deer is roaming about in the forest • Dido is helpless, like the deer • she is caught off guard, like the deer • she is confused, like the deer • in emotional pain, the deer is in physical pain • the shepherd firing the arrow does not know he has hit the deer; Aeneas is unaware that he has had an effect on her • she is acting unpredictably • both are doomed to die Not effective: • Dido is not physically injured • she is aware that she is suffering the pain of love • she knows the source of her suffering is Aeneas Any other valid point.	6	Award marks for developed points Candidates may argue for either point of view. Candidates should give some analysis of the effect of the literary/linguistic techniques of the author.

Question			Expected response(s)	Max mark	Additional guidance
20.	(a)		Any from: • she calls him a traitor • he has deceived her • he is attempting to leave without telling her • he does not care about their relationship/marriage • he does not care about Dido being doomed to die • she feels he has not shown her sufficient gratitude Any other valid point.	3	Award a mark for a developed point.
	(b)		Any from: • sadness - (<i>has lacrimas</i>) • despair (<i>oro . . . mentem</i>) • strong and condemnatory language - <i>perfide, nefas, crudelis</i> • she is weeping - <i>lacrimas</i> • she is wretched - <i>miserae</i> • humiliation, she is begging - <i>oro, precibus</i> • <i>dissimulare etiam sperasti/posse nefas</i> - spitting and hissing, suggests anger • questions - suggest bewilderment and confusion, disbelief, accusation (<i>nec te . . . Dido? ... mene fugis?</i>) • strong, vigorous dactylic rhythm - <i>dissimulare . . . terra</i> suggests passion • <i>nec - nec - nec</i> suggests being overwhelmed • tricolon - three arguments deployed to try to persuade Aeneas • alliteration - <i>data dextera</i> - suggests sobbing • change of tone from anger to pleading Any other valid point.	6	Award marks for developed points.

Question			Expected response(s)	Max mark	Additional guidance
21.			Any from: • her people are angry/despise her • her good name/reputation is ruined • she has lost dignity • she is at the mercy of her brother Pygmalion's attacks • she is at the mercy of Iarbas and the other African kings • she is at risk of being forced into marriage • she is lonely and isolated • she has nowhere to go Any other valid point.	3	Award a mark for a developed point.
22.			Any from: • he will pay the penalty on the rocks, i.e. be shipwrecked • he will repeatedly (and vainly) call on Dido's name • she will pursue him • she will haunt him everywhere • the memory of her will haunt him • he will be punished • she will receive the news of his punishment in the Underworld Any other valid point.	3	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
23.			Agree: • Dido's husband has been murdered • Dido has been driven into exile • Dido has faced opposition in establishing her community in Carthage • Dido is manipulated by the gods to serve their own purposes • Dido is subject to cruel fate • she is helpless under the control of Cupid • she is unaware of the scheming of the gods • Dido's reputation and credibility are destroyed in the eyes of her own people and other tribal leaders Disagree • Aeneas has not entered into any formal contract with Dido • Dido has demonstrated independence of mind and action • she has demonstrated successful leadership • she has stood up to aggression before and could presumably do it again • she has some free will to make choices Any other valid point.	8	Award marks for developed points. Candidates should identify, analyse and evaluate clear textual evidence to support their responses. They may choose to focus on the use of language or the content or both in formulating their responses. They should give a clear analysis of the text focused on the demands of the question.

Section 4 - Pliny, Letters

Question			Expected response(s)	Max mark	Additional guidance
24.	(a)		Any from: • he was being polite/showing good manners • he thought Tacitus was a very skilful writer • he was being modest about his own writing skill/pretending to be modest • Tacitus was well-known for his writing • he is grateful that Tacitus is interested in his account • he is grateful that his uncle will be remembered in Tacitus' book Any other valid point.	2	Award a mark for a developed point.
	(b)		Yes: • it tells you what the letter is going to be about/it tells you the letter will be about the death of his uncle • it makes the subject of Pliny's own letter seem important if it will be remembered in historical record • it shows that this letter was written in response to a request • it creates suspense about the cause of Pliny's uncle's death • it establishes a personal correspondence between Pliny and Tacitus No: • it does not sound sincere/too much flattery • it does not name Pliny's uncle • it does not mention the main feature of the account, the eruption of Vesuvius Any other valid point.	2	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
25.	(a)		Any from: • he was studying • he wanted to find out more about the cloud • he looked for the best place to go to investigate/get a better view • he was prepared to take risks to find things out Any other valid point.	3	Award a mark for a developed point.
	(b)		Any from: • he invited his young nephew/Pliny to join him • he was behaving differently from others/going towards the cloud while others were rushing away from it • he headed into danger to save people • he was not scared • he was describing the details so that they could be written down • he kept going even when ash was falling on the boats/ash getting hotter and thicker • he kept going even when pumice and stones were falling • he pressed on when the passage was blocked with debris/rocks • he ignored the advice of the helmsman • he quoted poetry even in the middle of the crisis Any other valid point.	4	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
26.			Any from: • Pomponianus was running away from danger but Pliny's uncle was heading towards the danger • Pomponianus was using his ship to flee but Pliny's uncle was using his ship to rescue people • Pomponianus was scared but Pliny's uncle was not scared • Pomponianus's feelings were clear but Pliny's uncle was hiding his true feelings Any other valid point.	2	Candidate must identify two distinct points of difference in each point.
27.			Any from: • it is irrelevant to the history which Tacitus is writing • Tacitus only wanted to learn about the death of Pliny's uncle • Tacitus did not ask for information about Pliny's experience • to create interest/get Tacitus's attention • to create suspense • to encourage Tacitus to ask for information • he is pretending to be modest Any other valid point.	3	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
28.			Any from: • there was hardly any light • the buildings were swaying • they were very scared • they decided to leave town • a very large crowd were rushing to leave town/panicking • vehicles were being shaken even on flat ground/vehicles couldn't be stabilised even on flat ground • the sea was retreating/the shore was becoming larger • sea animals were stranded on the shore • the crowd nearly trampled Pliny and his family Any other valid point.	3	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
29.			Any from: • use of historic infinitive - <i>descendere, operire</i>: immediacy • use of asyndeton - <i>orare, hortari, iubere</i>: suggests panic • word choice - <i>morituram, mortis</i>: creates a sinister atmosphere • balanced phrases - <i>terras/maria; multi . . . plures</i>: emphasises horror on all sides • short/abrupt sentences - <i>respicio</i>: sense of tension • historic present - <i>cogo, paret, incusat</i>: sense of immediacy • personification of the cloud - <i>sequebatur</i>: sense of menace • simile/detailed description of the darkness: eeriness • upsetting sounds were heard - <i>ululatus feminarum</i> . . . horror, vividness • onomatopoeia - <i>ululatus</i>: vividness • repetition - <i>mortis, mortem</i>: emphasis • imperfect verbs - <i>requirebant...noscitabant...miserabantur</i>: suggest long duration of the action • exaggeration - <i>aeternam</i> . . . <i>noctem</i>: emphasis • weakness/vulnerability of Pliny's mother: pathos • loss of faith in the gods: sense of despair Any other valid point.	6	Award a mark for each point with appropriate reference to the text and a mark for explanation. Award marks for developed points. Identification of techniques requires supporting evidence.

Question			Expected response(s)	Max mark	Additional guidance
30.			Reasons for hope: - the darkness became less dense/dispersed - real daylight returned/the sun shone - they were able to return to Misenum - hoping that his uncle has survived Reasons for fear: - the sun looked as it did at sunset - everything looked different/covered in ash - he did not know what had happened to his uncle Any other valid point.	3	For full marks, candidates must refer to both hope and fear.
31.			Any from: The Romans felt a sense of duty towards: - the gods - their own country/countrymen - family/parents and children - neighbours/friends - future generations/their descendants - the Romans believed that their own honour and reputation depended on their fulfilment of their duty Any other valid point.	4	Candidates should demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world. Award marks for developed points.

Question			Expected response(s)	Max mark	Additional guidance
32.			Possible reasons for sympathy for Pliny's uncle: • he is Tacitus's friend • he suffers during the eruption and dies • he was an important figure • he is a senior naval officer who is living up to his responsibilities • he was only trying to find out more about the eruption • as soon as Rectina asks for help, he changes his plan and helps her • he tries to bring help to many people even though he is putting himself in danger • he is unsure whether to turn back/experiences some fear • he is brave • detailed description of the effects of the eruption shows what he experienced • he is concerned for his friend Pomponianus and attempts to console him • he tried to make rational decisions/did not give way to panic • emotional description of his death Possible reasons for withholding sympathy: • he deliberately put himself in danger • he acts recklessly/irresponsibly • he put the crew of the ships in danger: the helmsman wanted to turn back • he lies to Pomponianus about the cause of the fires • he does not seem to take the danger seriously enough • he might have delayed the others from escaping by going to sleep	8	Candidates may argue both ways or either way. Candidates should identify, analyse and evaluate clear textual evidence to support their response. They should give a clear analysis of the text focused on the demands of the question.

Question			Expected response(s)	Max mark	Additional guidance
			Possible reasons for sympathy for Pliny: • it is difficult for him to write about the events at Misenum • he was only seventeen/young • he was uncertain about what to do/continued reading in the face of danger • distressing and extended description of the effects of the eruption • he fears that he and his mother will die • he waits to hear news about his uncle, even though delaying puts himself and his mother in danger • concern for his mother • he is brave • horrific/disturbing sounds he hears in the darkness • he learns about the death of his uncle Reasons for withholding sympathy: • he wants to tell his story even though it is distressing • he just keeps reading when he should be making plans • he ignores the danger they are in • he ignores the warnings of the friend from Spain Any other valid point.		

Section 5 - Cicero, *In Verrem* V

Question			Expected response(s)	Max mark	Additional guidance
33.			Any from: - spent time drinking as Bacchus is god of wine - spent time having sex as Venus is goddess of love - partying instead of working - presents his partying as a form of religious devotion Any other valid point.	2	Candidates need to show understanding of the references to both deities for full marks.
34.	(a)		Any from: - they were sailing/patrolling/cruising - they found the ship by chance - because it was weighed down by its own cargo - because the ship could not manoeuvre - it was an easy target - they did not so much capture it as tow it away Any other valid point.	2	Award a mark for a developed point.
	(b)	(i)	- he was lying drunk/partying (with girls/on the beach) - but he got up immediately/sent guards to protect the loot	2	Candidates should refer to before and after Verres gets the news.
		(ii)	Any from: - to shock the jury with his immoral/irresponsible behaviour - to play down his success - to emphasise his greed - to emphasise his laziness/neglect of duty - to make it memorable Any other valid point.	3	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
35.	(a)		Any from: • Cicero claims Verres released the pirate chief • Cicero claims Verres took a bribe • there was no hard evidence/based on suspicion/circumstantial evidence • no one had seen the chief • popular opinion holds this view Any other valid point.	2	Award a mark for a developed point.
	(b)		Any from: • every good judge uses guesswork • Verres' bad character/track record (<i>hominem nostis</i>) • it was normal practice to put a captive pirate captain on public display • commanders were usually only too happy to do this • no one had seen Verres' prisoner Any other valid point.	3	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
36.			Any from: • triumphs were to honour and reward successful generals • the award of a triumph was a very distinguished honour • enjoyable occasions • popular events • public events • triumphs celebrated/provided proof of victory • prisoners were led in procession/in chains • triumphs satisfied public desire for vengeance/punishment • ended with the execution of prisoners Any other valid point.	3	Award a mark for a developed point. Candidates should demonstrate a clear understanding of the relevance of the text to the social and cultural characteristics of the Roman world.
37.			Any from: • one word question ‘why?’ (<i>quo?</i>) immediately induces scepticism • ‘I suppose’ (<i>credo</i>) creates a sarcastic tone • repeats the term ‘triumph’ to convey scorn • describes Verres’ failures - loss of the fleet • describes Verres’ failures - damage done to the province • Verres’ achievements were the very opposite of the required military success Any other valid point.	4	Award marks for developed points.

Question			Expected response(s)	Max mark	Additional guidance
38.			Any from: • the prisoner was a fake • there were pirates and Roman citizens in the quarries already • they would recognise the pirate as a fake/substitute • other prisoners would demand to know where the real pirate chief was • the fake pirate would not agree to go there Any other valid point	2	Award a mark for a developed point.
39.			Any from: • far from the sea/in the mountains • completely landlocked • away from other pirates/away from other prisoners • the people knew nothing about pirates • the fake would not be recognised • people of Centuripa were not afraid of pirates • they would accommodate the captain Any other valid point.	3	Award a mark for a developed point.

Question			Expected response(s)	Max mark	Additional guidance
40.			Any from: - repeated use of terms for cruelty - <i>crudelissimo, crudelitate</i> - conveys the extent of Verres' cruel behaviour - repetition of 'death' (+ superlative) - <i>acerbissima morte, indignissima morte</i> - highlights the cruel/disgraceful way they were executed - sound effects/alliteration - eg <i>crudelissimoque cruciatu</i> - harsh 'cr' sound conveys the pain inflicted on citizens - superlatives - <i>acerbissima, crudelissimo, indignissima</i> - shows that Verres' cruelty could not have been worse - sibilance/repeated 's' sounds - <i>acerbissima, crudelissimo, indignissima</i> - conveys Cicero's contempt for Verres' cruel behaviour - repetition of the phrase 'Roman citizens' (<i>cives Romani, civibus Romanis, civium Romanorum</i>) - keeps reminding the jury that it was fellow citizens who suffered this cruelty <i>rapiebantur</i> - snatched, seized - shows that they were rushed to their deaths without due process	6	Award marks for developed points. Candidates should give some analysis of the effect of the literary/linguistic techniques of the author. Candidates need not identify techniques by name.

Question			Expected response(s)	Max mark	Additional guidance
			- zeugma/ casual addition - 'to the stake and to death' (<i>ad palum atque ad necem</i>) - emphasises the almost casual cruelty with which they were executed - exaggeration - 'if I were to lose not only my strength but my life' (<i>non modo vires verum etiam vita . . .</i>) - suggests Verres' cruelty so extreme that it requires an extreme response Any other valid point.		

Question			Expected response(s)	Max mark	Additional guidance
41.			Possible points: They could have thought of Verres as: Lazy, self-indulgent • delays travelling season until roses are in bloom • travels everywhere in a litter • rests on cushions stuffed with rose petals Greedy, corrupt • accepts bribes when settling disputes • breaks the law • does an illegal deal with the Mamertini to help transport and store stolen goods • wants to be first to get his hands on loot from captured pirate ships • keeps the most valuable captives for himself • releases pirate chief in return for a bribe Promiscuous, pleasure seeking, abusive • devotes a lot of time to drinking and sex • a girlfriend in every town he visits as a judge • wild parties • drunk on the beach Irresponsible, incompetent • mismanaged the fleet so it is no longer an effective deterrent • only interested in capture of the pirate ship because of the loot on board • partying (on the beach) when he should be working • underperforming compared to Publius Servilius	8	Award marks for developed points. Candidates should identify, analyse and evaluate clear textual evidence to support their responses. They may choose to focus on the use of language or the content or both in formulating their responses. They should give a clear analysis of the text focused on the demands of the question.

Question			Expected response(s)	Max mark	Additional guidance
			Devious • employs a substitute (allegedly) as a decoy • hides the prisoner/substitute in Centuripa • tries to cover up theft of prisoners by executing them different numbers at different times • substitutes Roman citizens to make up the missing numbers Cruel/wicked • executes the captives he considers worthless • tortures and executes Roman citizens • kills just to cover up his earlier crimes Any other valid point.		

[END OF MARKING INSTRUCTIONS]