



Coimisiún na Scrúduithe Stáit State Examinations Commission

Scéimeanna Marcála
Laidin

Scrúduithe Ardteistiméireachta, 2007
Ardleibhéal

Marking Scheme
Latin

Leaving Certificate Examination, 2007
Higher Level



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State Examinations Commission**

**SCÉIMEANNA MARCÁIL
MARKING SCHEME**

**SCRÚDÚ ARDTEISTIMÉIREACHTA, 2007
LEAVING CERTIFICATE EXAMINATION, 2007**

**LAIDIN
LATIN**

**ARDLEIBHÉAL
HIGHER LEVEL**

1. A

[75]

A positive marking scheme will be applied. Candidates will be awarded marks for each word correctly translated. The marks allocated will range from a half (1/2) to two (2).

½ ½ 1 2 ½ 1 2 ½ 2 1 1 2
When this work was proceeding, one legion was sent to fetch corn. No-one expected an
1 ½ ½ 1 2 ½ 1 ½ ½ 2 1
attack because some Britons were working in the fields, and others were going to and fro
½ 1 ½ 1 1 2 ½ 1 2 1
to their camp. Suddenly the guards who were watching at the gate reported to Caesar
1 2 2 ½ 1 1 ½ 1 1 1 2
that they could see a large cloud of dust in the place to which the legion had gone.
½ ½ 2 1 ½ 1 2 1 1
Immediately Caesar ordered the soldiers on guard to set out with him to that place. They
2 ½ ½ ½ 2 2 ½ ½ 1 ½ ½
arrived so quickly that they were able to rescue almost all their men. If Caesar had not
2 ½ ½ 2 1 1
set out so soon, he would have lost a whole legion.

Or

1. B

[75]

- (i) not far from the forum **4**; as being sacred and holy **4**.
- (ii) that it was made from bronze **4**; that he had never seen one more beautiful **4**.
- (iii) there was a meeting/rushing together **4** and an attack from armed slaves **4**.
- (iv) the watch guards of the temple **3**; they raised the alarm (noise) **3**.
- (v) that the state deities were being captured/attacked/taken away **6**.
- (vi) they got up (in an excited state) **5**; grabbed whatever weapons they could **4**.
- (vii) in order to guard the temple **6**.
- (viii) more than an hour **4**.
- (ix) with ropes **6**.
- (x) made an attack **4**; threw stones **4**.
- (xi) praeclari **3**; milites **3**; imperatoris **3**. Other reasonable possibilities also accepted.

2.

[130]

A. dixit-----reliquit 8/ surgit-----sustinet 9/ ac-----voces 3/ nymphae-----unde est 4/
tuque-----sancto 4/ accipiter-----periculis 4/ adsis-----firmes 4/ sic-----armis 8.

B. huiusce-----iudices 3/ totam-----gubernatis 4/ si-----Murenam 6/ si-----occideret 3/
mihi-----feretis 7/ in discrimen-----resistamus 6/ non solum-----comparanda sunt 6/
hostis-----hostis est 9.

C. cenabis-----diebus 8/ si tecum-----cenam 4/ non sine-----cachinnis 7/ haec-----bene
6/ nam-----aranearum 6/ sed-----est 7/ nam-----Cupidines 6.

D. cum-----censebant 9/ vicit-----proferebat 3/ profectus-----lacus 4/ adversus-----
missae 4/ secutusque-----castra 4/ in portu-----supportabantur 4/ ab eadem-----
Gallorum 4/ Catmelus-----armatorum 3/ Histri-----mota 3/ ipsi-----intenti 6.

3. A.

[90]

(i)

(60)

quid-----Hortensius 2/ si uni-----oportere 9/ obsolevit-----refutata 6/ nam tu-----fortem 10/
A. Gabinum-----promulgasset 10/ et ex-----fecisti 6/ quid-----valuisset 10/ hodie-----
teneremus 7.

(ii)

(30)

- (a) Two points 5+5
- (b) Two points 5+5
- (c) Two points 5+5
- (d) Two points 5+5
- (e) Two points 5+5

Notes:

The following are examples of some of the points that may be used in answering:

- (a) **Pompey's qualities:** Pompey has been a soldier since boyhood, he is very experienced (*scientia*); he has had recent success against the pirates; he has courage and integrity along with self-control, good faith and kindness; he has energy in performing duty, diligence in action, rapidity in execution, wisdom in planning ahead; he is very strict with his troops; he has always enjoyed good fortune.
- (b) **Negative picture:** Cicero considered that the Roman generals fought against Mithridates in a manner designed to bring home the spoils rather than win a victory; he considered that Sulla and Murena triumphed over Mithridates in that they allowed him to reign although he was conquered; however, he considers both generals should be praised for what they achieved; generals and armies were overcome by avarice; generals had been unable to control their armies.
- (c) **Pompey's triumph:** Triumph granted in 81BC for his victories in Africa despite the fact that he did not hold any civil magistracy; it was unheard of that a man who was a Roman knight should hold a triumph; his triumph was attended by huge numbers and celebrated with enthusiasm.
- (d) **Mithridates' campaign:** In 92BC Sulla was sent to intervene in Mithridates' invasion of Cappadocia; Sulla expelled the nominee of Mithridates and put Ariobarzanes on the throne; Ariobarzanes was later displaced on orders of Tigranes; in 88BC First Mithridatic War began when Mithridates reoccupied Cappadocia; Mithridates ordered massacre of 80,000 Italians; Mithridates invaded Greece but Sulla recaptured Athens and defeated armies of Mithridates at Chaeronea and Orchomenus. Any other points from 2nd or 3rd Mithridatic Wars.
- (e) **Cicero:** *Pro Lege Manilia* provides clear evidence of Cicero's unquestioning support for Pompey; he was loyal to the allies of Rome; he was realistic in wanting to establish peace in Asia to secure Roman wealth; he was outstanding at constructing a speech; he was loyal to Roman ideals; his construction of the refutation shows his intelligence.

OR

3. B.

[90]

(i)

(60)

o dea----laborum 9/ ante----Olympo 4/ nos-----iit 6/ diversa----oris 7/ sum----notus 9/
Italiam-----summo 4/ bis-----secutus 9/ vix-----supersunt 4/ ipse-----pulsus 8.

(i)

(30)

- (a) Impression ex 10
- (b) Two points 5+5
- (c) Two points 5+5
- (d) Two points 5+5
- (e) Two points 5+5

Notes:

The following are examples of some of the points that may be used in answering:

- (a) **Venus' reply:** Venus reassures Aeneas that he is loved by the gods as he has reached Carthage; Venus advises Aeneas to go to visit Dido and she told him that twelve more ships from the Trojan fleet had returned to land safely.
- (b) **Neptune:** When Neptune discovered that Aeolus had let the winds loose upon the Trojan fleet, he summoned the winds, reprimanded them for their behaviour and sent them back to Aeolus. He then calmed the seas and helped to launch the stranded ships. Aeolus: Kept the winds imprisoned in a cavern in Aeolia; was persuaded by Juno to set the winds free upon the Trojan fleet; in return, Juno promised Aeolus the nymph Deiopea in marriage; he was reprimanded for this by Jupiter and warned that he should confine his power over the winds to his cave. Mercury: son of Maia; sent by Jupiter to make sure that Aeneas would be welcomed in Carthage; flew to the Libyan shore and Dido became well disposed towards the Trojans.
- (c) **Juno's hostility:** The judgement of Paris in which he awarded the golden apple to Venus – this decision was regarded by Juno as a slight to her own beauty. Future hostility between Rome and Carthage.
- (d) **Dido in Carthage:** Her husband was murdered by her brother Pygmalion; because her husband's ghost appeared to Dido in a dream and revealed what had happened to him and also warned her to flee and tells her of treasures she can use.
- (e) **Jupiter's promise:** Jupiter promised Venus that a descendant of the Trojans would found the Roman race; from Teucer's line would come leaders to hold the sea and lands under their sway; Jupiter reassures Venus that Aeneas will conquer Latium and reign in Lavinium for three years; Ascanius will rule for thirty years and transfer power to Alba Longa for another three hundred years. Then Romulus will establish Rome whose dominion will be everlasting; Juno will lay aside her enmity, Rome will conquer Greece and Caesar will be deified in a peaceful time.

4.

[30]

(i) (a) & (b) (4+3+3)

(a) **posse**: present infinitive in Accusative and Infinitive; **fructui**: predicative dative; **calamitate**: ablative of separation.

(b) **ponto**: local ablative (without the preposition); **intonuere**: shortened form of (third person plural) perfect tense or perfect of instantaneous action; **ignibus**: (instrumental) ablative of means.

(ii) (2+1+1) for each of three verbs to max. of ten marks; (2+2) for *morior*

(iii) 2 for Alcaic metre. -2 for each incorrect quantity.

5.

[75]

A.

(i) **Three** points on how Augustus solved problem 7+6+6; **one** point on evaluation of solution 6.

(ii) **Three** points on account of reign 7+6+6; **one** point on restoration of prosperity 6. (The latter point may be interwoven into rest of answer.)

(iii) **Two** points on **each** of two (7+6)+(6+6)

Notes:

The following are examples of some of the points that may be used in answering:

(i) Examples of points accepted: Augustus marked out his nephew Marcellus as his successor. Marcellus died. It was vital that Augustus appoint a Julian as successor; the appointment of anyone else would result in conflict. Augustus then looked towards his friend Agrippa as an heir. Agrippa and Julia had sons Gaius (20BC) and Lucius (17BC) and Augustus hoped that one of these would succeed him. While his grandsons were still too young, Augustus relied on his friend Agrippa and his stepsons (Livia's sons) Tiberius and Drusus. Agrippa died and Augustus turned to his eldest stepson Tiberius. When Tiberius' brother Drusus was killed in Germany, Tiberius was given proconsular power. In 6BC Gaius assumed the toga virilis and along with Lucius was clearly destined to succeed Augustus. Tiberius retired to Rhodes. Lucius died in AD 2 and Gaius in AD 4. Augustus now had no choice as Tiberius was the only member of his household who held the experience to

rule. Therefore in AD 4 he adopted Tiberius as his son and gave him tribunician power.

How successful was the solution?

Any point – positive or negative – on the reign of Tiberius. The suspicious death of Germanicus; any of his successes/failures on frontiers; the treason trials and confiscation of property; his neglect of his duty.

(ii) Vespasian

Examples of points accepted : Victory of his supporters in the battle of Cremona; recognised as Emperor on December 22nd 69 AD; supported by Mucianus; restoration of discipline; revolt of civilis; increase in role of provincials; assisted in spread of Latin language; use of role of censor; adopted Titus as Praetorian Prefect; establishment of schools; expulsion of philosophers; death in June 79 AD.

Restoration of prosperity

Examples of points accepted :Conducted a census or resources of the Empire; re-imposition of taxes; ‘free’ cities forced to pay tax; restricting expenditure; unwilling to waste money; built roads and public works.

(iii) Accession of Claudius

Examples of points accepted: Murder of Gaius; Claudius found hiding behind a curtain; taken by Praetorian Guard; Praetorians demanded his nomination; offered a donative to Praetorians; accepted by Senate on 23 Jan 41AD; had been kept in background; physical infirmities; desired to rule well; student of history.

Agrippina, mother of Nero

Examples of points accepted: Daughter of Germanicus/ great granddaughter of Augustus; wife and niece of Claudius; persuaded Claudius to adopt Nero as his son; killed many people, possibly Britannicus; secured support of Seneca and Burrus; tried to rule through her son Nero; was rejected by Nero; was battered to death on Nero’s instructions having escaped drowning.

Sejanus

Examples of points accepted : Prefect of the Praetorian Guard; involved in death of Tiberius’ son, Drusus; persecuted family and friends of Germanicus; reign of terror while Tiberius was in exile in Capri; plot was discovered and he died by being thrown off the Tarpeian Rock.

Trajan’s Dacian Wars

Examples of points accepted : Defeat of Decebalus in First Dacian War; establishment of peace. Defeated by Dacians at Danube in Second Dacian War; march into Transylvania; conquest of Dacia; settlement of Dacia.

B.

- (i) **Five** points with at least **two** on life/works **4+4+4+4+4**; writings reflecting character **one** point **5**.
- (ii) **Three** points on wall painting **7+6+6**; **one** good example **6**.
- (iii) (a) name **3 / 4**; function/features **three** points **3+3+3**
(b) name **3 / 4**; **two** architectural features **3+3**; example **3**.
(c) **Two** points on function of mosaics **4/5+4**; **one** good example **4**.

Notes:

The following are examples of some of the points that may be used in answering:

- (i) **Catullus – Life:** Examples of points accepted: Born in Verona; came to Rome to pursue career in law and politics; came from a wealthy family; love affair with Clodia; greatly affected by death of his brother; falling out with Clodia; worked as civil servant in Asia under Gaius Memmius; visit to his brother's tomb; final two years of his life. **Works:** types of poetry – elegiac, epithalamia (wedding hymn); the epyllion on Peleus and Thetis; had significant influence on later writers. His writing style; type of vocabulary he used; personal style. **Character in writings:** Intensely passionate person – reflected in his poetry and the tempestuous love affair with Clodia.

Sallust – Life: Examples of points accepted: Born in central Italy of plebeian origin; served as quaestor and tribune; struck off the roll of the senate because of his support for Caesar and his unacceptable private life; restored by Caesar who also made him governor of Numidia; while governor he was accused of stealing money from the provincials; he retired to live a life of luxury in Rome. **Writings:** Wrote monographs; use of characters in his two works; the conspiracy of Catiline; the war against Jugurtha – writing style; contribution to Roman history; type of vocabulary. **Character in writings:** Perhaps unsavoury type of personality reflected by characterisation used in monographs whereby his are mere types and not real characters. Disillusioned with Rome of his time, reflected in his comments about Rome.

(ii) **Development of Roman Wall Paintings**

Examples of points accepted: The way this form of painting became the most popular form; the preparation of walls for painting using plaster and stucco; framing of large mural; different types of themes used; use of different bonding agents on walls; colours obtained from mineral and animal dyes; comes from Greek tradition with its historical function traced back to Etruscans; very many examples found in Pompeii and Herculaneum; classified into four Pompeian styles; any points on the four styles.

Any specific examples of Roman wall painting eg house of the Vestals in Pompeii, house of the Floral Chambers in Pompeii.

(iii) (a) **Pont du Gard:** Examples of points accepted: **Function** – to carry water to the city of Nimes and to nearby baths; water was carried along the top of the aqueducts in a covered channel; main architectural features – a superb example of the use of the arch; any point on how the arch was constructed; three tiers; span across the river; a wonderful example of how to combine functional use of the arch with artistic splendour.

(b) **Maison Carrée:** Examples of points accepted: Deep porch with three open bays on each side; attached columns extend around the back and sides – pseudo-peripteral; Corinthian order; tendril pattern on the frieze; decorated inside and outside with marble reflecting the tendency of the Augustan architecture of the time.

(c) **Mosaics:** Examples of points accepted: Narrative function e.g. Battle of Issus; decorative function for walls and floors; themes such as nature, mythology, daily life; floor mosaics from Baths of Caracalla.

