



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

**LEAVING CERTIFICATE 2008**

**MARKING SCHEME**

**LATIN**

**HIGHER LEVEL**





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## **MARKING SCHEME**

### **LATIN**

### **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 three (3).*

$\frac{1}{2}$  1 2  $\frac{1}{2}$  1  $\frac{1}{2}$   $\frac{1}{2}$  1  $\frac{1}{2}$  3 1 1  
 The next morning he sent out the cavalry in three columns to pursue the fleeing enemy.  
 2  $\frac{1}{2}$   $\frac{1}{2}$  1 1  $\frac{1}{2}$  1 2  $\frac{1}{2}$  1 2  
 They were already in sight of the enemy when the messengers sent by Atrius announced  
 2  $\frac{1}{2}$  1 1  $\frac{1}{2}$   $\frac{1}{2}$   $\frac{1}{2}$  1  
 that there had been a great storm in the night and that nearly all the ships had been  
 3 1 2  $\frac{1}{2}$   $\frac{1}{2}$  2 1  $\frac{1}{2}$   $\frac{1}{2}$  1  
 damaged. The messengers said: "So violent was the wind that many ships have been  
 3  $\frac{1}{2}$  1 1  $\frac{1}{2}$  2 1 3  $\frac{1}{2}$  1  
 driven on to the shore." Caesar at once ordered the cavalry to be recalled and he himself  
 2  $\frac{1}{2}$  1  $\frac{1}{2}$  2 1 2 1 1 2  
 advanced to the sea in order to repair the fleet. He was afraid that the army would not be  
 2  $\frac{1}{2}$  1  $\frac{1}{2}$  1  
 able to return to Gaul before winter.

**OR****1. B.****[75]**

- (i) learned **3**; (their) plan **3**.
- (ii) to the river Thames **3**; into the territory of Cassivelaunus **3**.
- (iii) that great forces of the enemy were drawn up **3** on the other bank of the river **3**/  
that the river could only be crossed on foot at one place and with difficulty **6**.
- (iv) the bank had been fortified with sharp stakes **4**; stakes of the same type were  
hidden under water **4**.
- (v) he quickly sent forward the cavalry **4**; he ordered the legions to follow **4**
- (vi) they went with great speed **4**; they went with great force **4**.
- (vii) it came up to the necks of the soldiers **6**.
- (viii) the enemy could not withstand the attack **4**; they left the banks **2**; they fled **2**.
- (ix) he gave up all hope (of fighting) **6**.
- (x) about four thousand **6**.
- (xi) he observed Caesar's route **7**/ hid in woods and in inaccessible places **7**.

2. Unseen translation.

[130]

A. vix----repente 4/ liminaque----reclusis 8/ summissi----aures 4/ Dardanidae-  
---tellus 6/ eadem----reduces 4/ antequam----matrem 2/ hic----illis 8/ haec--  
--quaerunt 8.

B. videamus----aptior 6/ id vero----cogitandum est 4/ ante----valentium 6/  
edito----Milo 4/ et ob----elegerat 4/ an in----cogitaverat 6/ res----iudices 2/  
si haec----videretis 4/ tamen----uxor 8.

C. sex----evaserunt 6/ et cum----audientes 6/ quae fortuna----poterant 5/  
inclinata----diem 4/ tum----ostenderunt 4/ itaque----eques 3/ sublatis----  
abripuerunt 4/ postero die----Maharbale 4/ qui cum----erat 3/ si arma----  
sese dederunt 5

D. effice----aurum 5/ adnuit----petisset 8/ laetus----heros 4/ pollicitique----  
temptat 4/ vixque----virgam 6/ virga----est 2/ tollit----glæbam 6/ contactu-  
---fit 4/ arentes----erat 5.

3. A. Prescribed text

[90]

(i) Galli----tela 9/ quamquam----militumque 9/ et qui----hortabantur 7/ iam satis-  
---captis 7/ mox et----acie 12/ Galli----pellebantur 4/ qua patere----diffugiunt 6/  
Hannibal----locat 6.

(60)

(ii)

(30)

(a) Two points 5+5

(b) Two points 5+5

(c) Two points 5+5

(d) Yes/no 1; two reasons 5+4

(e) Two points 5+5

Q3A (ii) Indicative Notes. NB Candidates may make valid points other than those listed below.

(a) How Hannibal contrived situation described in passage?-When Hannibal found that his way across the Rhone he was blocked by the Gauls; he sent Hanno to cross the river upstream to attack the Gauls in the rear. When Hannibal tried to cross the river he was immediately opposed by the Gauls

who then found themselves being attacked from the rear by Hanno and his troops.

- (b) Quintus Fabius was one of a number of delegates sent to Carthage by Rome to gauge the reaction of the Carthaginians to Hannibal's attack on Saguntum. Following a lengthy discussion on the merits of Hannibal's attack, Fabius, in an effort to bring matters to a head, uttered these words. The Carthaginians replied that they cared little whether it would be war or peace. Fabius then stated "We give you war." His offer was accepted by the Carthaginians.
- (c) The Volciani stated that it was not decent for the Romans to ask them to value their friendship more than that offered by Carthage in view of what had happened to the people of Saguntum who had favoured the Romans. They argued that the betrayal of Saguntum by the Romans was in fact more brutal than the destruction of the city inflicted by the Carthaginians. The Volciani felt that the experience of Saguntum provided a warning to all not to count on Roman friendship or trust Rome's word.
- (d) Hannibal's ability to manage his soldiers is evident at his crossing of the Rhone. He employed Hanno to crush the Gauls from the rear while he skilfully crossed the river with men, boats and elephants. Hannibal's skills of oratory were evident when he encouraged his troops that the crossing of the Alps was well within their capabilities.
- (e) Livy's use of graphic description is clearly evident in many narrative passages such as Hannibal's descent from the Alps in Book XXI. Livy's use of speeches serves to make history more dramatic and to explain to the reader the cause of certain actions e.g. Hannibal's speech to his troops as they approached the Alps. Livy's use of sources.

**OR**

**3. B.**

**[90]**

**Victores----ferebant 8/ nec minor----Numaque 10/ ingens----rivos 10/ agnoscunt--  
--receptas 8/ et iam----cubile 8/ iam sole----suscitat 9/ aerates----iras 7.**

**(60)**

**(ii)**

**(30)**

**(a) Two points 5+5**

**(b) Yes/no 1 Two points 5+4**

**(c) Two points 5+5**

**(d) Two points 5+5**

**(e) Two points 5+5**

**Q3 B (ii) Indicative notes. NB Candidates may make valid points other than those listed below.**

- (a) The rumour of what had happened made its way to the mother of Euryalus. Filled with a cold chill, she threw away the spinning which she was doing, and with a wailing cry, made for the battlements heedless of the dangers involved. She lamented aloud her son's death and how she was not given the opportunity to bid him farewell on his journey or to have him as solace in her old age. She continues to lament his untimely death and asks the enemy to turn their swords on her.
- (b) Virgil's mixed feelings about warfare: in the first attack on the Trojan settlement, Virgil captures the importance of leadership in war by describing the majesty and ferocity displayed by Turnus and the dedication to orders displayed by the Trojans in remaining within the walls of their settlement; Virgil describes the bravery and youthful enthusiasm of Nisus and Euryalus in proposing their mission to the council of leaders; in describing the massacre carried out by Nisus and Euryalus, Virgil displays his horror at the savagery of war along with his sympathy for the victims; the friendship between Nisus and Euryalus which culminates in Nisus giving himself up to save his friend. These and other examples can be used to discuss display Virgil's mixed feelings about warfare.
- (c) Role of Ascanius: a strong leadership role as when he welcomed Nisus and Euryalus to the council of leaders and promises the pair rich rewards for their endeavour; as a caring colleague when he promises to look after the mother of Euryalus as if she was his own.
- (d) Similes: Virgil's epic similes contained a complete picture, provided vividness for the story and stirred the imagination of the reader. The simile comparing Turnus to a hungry wolf captures Virgil's love of animals and nature along with displaying his pity for the famished wolf and the lambs which were under attack. The death of Euryalus is very effectively compared to a drooping flower. Virgil conjures up for the reader images of the delicate, dying flower by comparing the freshness of the flowers to the youthfulness of Euryalus.
- (e) Turnus: he is portrayed as fiery and impetuous as when he challenges the Trojans to abandon the safety of their battlements and then sets fire to their ships; yet, Turnus did not himself venture forth to attack them before he had prayed for success; the ferocity of Turnus is depicted in the way he raged against the Trojans when they refused to meet him in battle.

**4.**

**[30]**

- (i) (a) & (b) (4+3+3)  
(ii) (2+1+1) for each of three verbs to max. of ten marks; (2+2) for moror, nolo, soleo  
(iii) 2 for metre. -2 for each incorrect quantity.

5.

[75]

A.

- (i) **Three points on how Augustus tried to solve the problem of the frontiers 7+6+6; one point on evaluation of solution 6.**
- (ii) **Account of reign-three points 7+6+6; greatest achievement 3; reason 3.**
- (iii) **Two points on each of two (5+5)+(5+5) political influence of one 5.**

**Q5A. Indicative notes. NB Candidates may make valid points other than those listed below.**

- (i) **Augustus and the Roman frontiers:** he followed the same opportunistic policy as the Senate had done, namely, that he left native dynasties in possession except when the security of the frontier or internal peace was under threat when he converted them into provinces e.g. death of King Bocchus in Mauretania or the annexation of Egypt; Augustus also partitioned provinces into imperial and senatorial provinces; Augustus undertook very long tours of inspection of the provinces; Augustus almost always respected local customs and tried to confer a large measure of self government. **How successful was Augustus?:** Augustus certainly created a new bond of loyalty among the provincials largely by playing upon their religious sentiments; he allowed and encouraged the cult of emperor worship to develop.
- (ii) **Reign of Trajan:** born near Seville but he was of Roman ancestry; he possessed a most charming manner that made him popular with all classes; he showed that he trusted people and therefore won their confidence; he was a wonderful administrator who had the ability to get right to the heart of the problem; he was a great favourite with the troops in particular; excellent relations with the Senate campaigns on the eastern frontier. His greatest achievement: any notable act carried out by Trajan along with the reason e.g. his Dacian campaigns – insured considerable wealth for the Roman Empire.
- (iii) **Livia:** born in 58 B.C.; married to Tiberius Claudius Nero to whom she bore two sons, Tiberius and Drusus; she was divorced in 39 B.C. in order to marry Octavian although she was pregnant with Drusus; always retained the respect and confidence of Augustus; played a formal and conspicuous role in the principate; she is believed to have manipulated affairs of state to the benefit of her son Tiberius; was believed to have been involved in the deaths of several possible heirs to Augustus; died in 29 A.D.  
**Agrippina:** born in AD 15; eldest daughter of Germanicus and Vipsania Agrippina; had one son, the later emperor Nero; was banished during the reign of her brother Gaius for being involved in a conspiracy; she was recalled by her uncle Claudius who later married her; with the help of Burrus and Seneca she persuaded Claudius to adopt Nero as guardian of his own son Britannicus; believed to have poisoned Claudius; acted as co-



regent with Nero in early part of reign; was killed in Baiae on Nero's instructions.

**Messalina** was born in AD 20; great granddaughter of Octavia, the sister of Augustus; in AD 39 she married her cousin Claudius and bore him two children Octavia and Britannicus; had several affairs under the nose of her husband Claudius; even went through a mock marriage with Silius; Narcissus turned against her and, when faced with execution, she committed suicide.

**B.**

- (i) **Three points on life and three on works (4+3+3)+(4+3+3); reason for preferred poet 5.**
- (ii) **Three points on Pantheon 7+6+6; one good reason why considered a landmark in architectural history 6.**
- (iii) (a) **two points on sculpture 5/4+4; one reference to photo 4.**  
(b) **importance of bridges - two points 4+4. Arches typical of Roman engineering-one point 4.**  
(c) **importance of baths - two points 4+4; one reference to plan 4.**

**Q5B Notes**

- (i) **Horace - life:** born in 65 BC in Venusia; was educated in Rome; fought on Republican side in battle of Phillippi; on returning home he found that his father had died and his lands were confiscated; appointed clerk of the treasury and began to write poetry; met Virgil and Maecenas who later became his patron; was granted the Sabine farm by Maecenas. **Works:** any of the categories of poetry such as the odes, epodes, epistles; any individual work such as Ars Poetica; his style, use of language, metre, influence on later poets.  
**Ovid – life:** born in 43 BC in Sulmo; he studied law and rhetoric in Rome and Athens; his father wanted him to work as a clerk but he dedicated himself to poetry; he was married three times and had one daughter; he was banished to Tomi on the Black Sea by Augustus; Carmen et error; wrote at length about his experiences in exile; failed to secure a recall to Rome; died in 17AD. **Works:** any of the categories of poetry such as the Metamorphoses, Tristia or the Heroides; any individual poem; style, influence, language.
- (ii) **Pantheon:** most outstanding surviving Roman circular temple; as it now exists, the building dates from the reign of Hadrian about 126AD.; dedicated to the seven planetary deities; externally it is of no great significance-there is an obvious disharmony between the portico and the rotund; any details on the portico, columns etc; any details on the interior-

height, thickness of walls, panels in roof, decoration, alcoves etc. **One of landmarks in architectural history:** any valid reason fully explained, such as the dome of the temple, use of the panels which become smaller towards the vertex giving the feeling of floating in space; the design and quality of the dome are due to the use of brickwork and concrete; the dome was truly a Roman invention.

(iii) (a) **Roman portrait sculpture:** features such as realism - the recording of facial characteristics such as wrinkles and warts; such realism may have originated from the tradition of death masks; Augustus favoured a slightly more idealised image based on Greek influences; most men were shown clean shaven; portraits of men more common and more successful; Roman quality of 'gravitas' evident in sculptures; by Flavian dynasty, portraits had enlarged to include shoulders. Refer any of these features to Photograph A.

(b) **Roman bridges:** in building the arches of bridges, the Romans became artists rather than bridge builders; designs of bridges are both strong and graceful in appearance; arches vary in size-central arches are largest and the others are graded into the hillsides; the use of the arch in the centre of the bridge; reference to the use of bridges by the Romans for transport and military use; development of the bridge from wooden to stone.

(c) **Roman baths - social and economic life:** baths as a meeting place for gossip; as a place for sport and exercise; baths often surrounded by libraries, gardens; many business deals conducted; variety of rooms meant a lot of time was spent at the baths; open to rich and poor - nominal entry fee; reference to Photograph C.



