



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2014

Marking Scheme

Latin

Higher Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

1. Answer Section A or Section B in this question:-

[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 marks (2).

A. Translate into Latin:-

$\frac{1}{2}$ 1 2 $\frac{1}{2}$ $\frac{1}{2}$ 1 1 2 $\frac{1}{2}$
When the Gauls had been defeated and all hope of their freedom had been taken away, Commius
2 2 1 2 $\frac{1}{2}$ 2 $\frac{1}{2}$ 1 $\frac{1}{2}$ 2 $\frac{1}{2}$ $\frac{1}{2}$ 2
decided to leave Gaul saying that he would go to a place where he hoped he would never see a
1 $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ 1 2 2 $\frac{1}{2}$ 1 $\frac{1}{2}$ 1 2
Roman again. With a few companions he tried to escape to the coast before the Romans could
2 1 $\frac{1}{2}$ $\frac{1}{2}$ 2 $\frac{1}{2}$ 2 1 $\frac{1}{2}$ $\frac{1}{2}$ 2 $\frac{1}{2}$ 2 1 $\frac{1}{2}$ 2
capture him. When Caesar heard this he sent the cavalry at once to catch or kill him. Commius fled
1 $\frac{1}{2}$ 2 $\frac{1}{2}$ 1 $\frac{1}{2}$ 2 1 $\frac{1}{2}$ 2 1 2
as quickly as possible and arrived at a port where he had ordered the ships to wait for him. He knew
 $\frac{1}{2}$ 2 $\frac{1}{2}$ $\frac{1}{2}$ 1
that he was in a very dangerous position.

Or

B.

- (i) You invite the women(4)I will welcome the men(4)= (8)
- (ii) He could not have been nicer (4) in his words (2) and in his attitude or appearance (2)=(8)
- (iii) I am the guest here= (4)
- (iv) Because Statius the slave had gone before her(3) to prepare lunch for us(3)= (6)
- (v) I suffer this treatment every day= (6)
- (vi) Because Pomponia had replied so absurdly(6) with harsh words(4) or looks(4)= (10)
- (vii) He sent food(3)from his table(3)=(6)
- (viii) She rejected it=(4)
- (ix) That he had seen nothing nicer than Quintus (4) or nothing harsher than Pomponia (4)= (8)
- (x) So that Atticus would know his role in instructing (4) and advising his sister (4)= (8)
- (xi) Any valid opinion (4) with a reason (3)=(7)

Q2. A (130) Translate any two passages:

- (i) haec.....imperat 6/ et toto.....viros 6/ qui.....honorem 5/ intersintque.....lacrimis 5/ solacia.....patri 7/ tunc....Aeneas 9/ quas.....fecerat 10/ et.....auro 5/harum.....induit7/arsurasque.....amictu5/
- (ii) ah.....aquas 11/ haec.....rogabat 6/ ille.....idem 5/litore.....constiterant 2/ illic.....ducis 8/ ille.....opus 11/ haec.....puta 11/ pluraque.....suo 11.

B.

- (i) P. Fulvius.....vocaverunt 8/ ut.....consulerent 3/ neque.....venturum esse 14/ in.....ignotis 5/ ne....obstreperet 8/ tum.....esse 9/ qui.....sint 10/ quo.....sit 8.
- (ii) necesse.....animalibus 6/ summa.....pecora 6/ quae.....fecit 4/ sed.....sita est 4/ animi.....commune est 10/ quo.....quaerere 8/ et....est 4/ memoriam.....efficere 6/ nam....creditor 7/ sedfuit 4/utrum....uterentur 6.

Q3 A. (i) (60) Translate

Inter.....admovit 4/ ibi.....atque 8/unde.....contemplabatur 4/ Id.....iussit 8/ cum.....erant 6/ media.....rati 9/ quos.....conclamaverunt 6/ ea.....fuissent 5/effusura.....refugiebant 5/vagosque.....incessebant 5.

(ii) (30) Answer any three questions

- (a) 5+5-two points
(b) Imp ex 10
(c) (2+2) + (2+1) + (2+1)
(d) 5+5 -two effects
(e) 5 (how Livy was dramatic) +5 for one good example.

Indicative Notes—Candidates may make valid points other than those listed below:

- (a) Capua was totally cut off; people were unable to get messages through the blockade; people were starving in the city; Hannibal tried to break the siege.
- (b) Scipio used to go to the Capitol before undertaking any mission; he used to sit alone in the temple; this behaviour may have led to the story that he was begotten by an enormous serpent which had often been seen in his mother's bedroom but which always disappeared on approach; Scipio never admitted or denied that such was true.
- (c) **Vibius Virrius:** a Capuan senator; instigated the revolt from Rome; in a speech he encouraged the Capuan senators to seek honourable death by suicide; took poison along with twenty other senators. **Loesius:** a man of humble origin and slender means; his mother was told by a soothsayer that he would receive the highest official position in Capua; when hearing this prophecy, his mother said that affairs in Capua must be going to be very desperate when such an honour would come to her son; when famine and death were pressing Capua Loesius accepted high honours in Capua. **Marcus Marcellus:** requested to be allowed to hold a triumph for his campaign in Sicily; a debate took place in the senate about the merits of his request; he was to be given an ovation; the day before his ovation, he held a triumph on the Alban hill. **Aedes Bellona:** temple which stood in Campus Martius outside Rome; senate always met there when giving an audience to a proconsul or a proprietor who would forfeit his command if he came inside the city.

- (d) Failure of Capua to defect from Rome and treatment of its citizens sent out a very strong message to other Roman cities; election of Scipio as leader proved to be of enormous significance in longer term; capture of New Carthage in Spain by Scipio very significant.
- (e) Livy creates drama by describing normal human behavior in great detail. For example when Publius Scipio was appointed commander—the early excitement generated among the people by his appointment was quickly followed by the emergence of grave doubts about his appointment. This is a very normal human reaction to any decision taken under pressure.

Q 3 B. (i) (60) Translate

di..... late 8/ sit.....loqui 3/ sit.....mersas 6/ ibant.....umbram 4/ perque.....regna 4/quale.....silvis 6/
ubi.....Iuppiter 4/ et rebus.....colorem 4/ vestibulum.....Orci 5/ Luctus.....Curae
4/pallentesque.....Senectus 4/ et.....Egestas 4/terribiles.....Labosque 4.

(ii) (30) Answer any three questions

- (a) 5+5 for two points
 (b) 5+5 for two points
 (c) (2+2) + (2+1) + (2+1)
 (d) 5+5 for two examples
 (e) 5+5 -any two points

Indicative Notes—Candidates may make valid points other than those listed below

- (a) Sibyl gets four black steers and pours wine on their foreheads; she then plucks their tufts from between their horns and places them on the fire as the first offering; she prays to Hecate; the steers are slaughtered and their blood collected. Aeneas slays a lamb as an offering to the mother of the Furies; he sacrifices a heifer to Proserpina; then he builds altars to Pluto; he places bulls upon the altars, burns them and pours oil over them.
- (b) The invocation is in keeping with the traditions of epic poetry; it serves to bridge the transition from earth to Hades
- (c) **Sibyl** was the name given to various prophetesses inspired by some god usually Apollo; Cumaean sibyl was the most famous; consulted by Aeneas; accompanied him to the Underworld. **Palinurus** was a follower of Aeneas who fell overboard on the voyage from Sicily to Italy; he was tossed by the sea for three nights; he swam ashore to Italy; was attacked and killed by a local tribe; met Aeneas in the Underworld; asked that his body be buried or that he be taken out of the Underworld. **Golden Bough**: brought by Aeneas to the Underworld as a gift for Proserpina; compared to the mistletoe; sight of it forces Charon to ferry Aeneas across the Styx; branch may be viewed as being mythical and made of gold or may have been a branch of mistletoe. **Misenus**: son of Aeolus; outstanding at stirring men to war with his trumpet; comrade of Hector; companion to Aeneas after Hector was killed; was plunged into: Styx-river of hate, the sea by Triton who was jealous of his musical ability; body was buried by Aeneas. **Rivers of Hades**- Styx, crossed by Charon the ferryman; Acheron, the river of sorrow; Cocytus, river of lamentation; Phlegethon, river of fire; Lethe, river of forgetfulness.

- (d) Virgil believed that a good life brings reward in the next life; Minos is portrayed as being the judge assigning abodes to those condemned to death on a false charge; he learns about their lives before he allocates their places in the Underworld; those that had committed suicide are described as being willing to endure anything if given the opportunity of living again; Tartarus is described for the punishment of evil doers; Elysian Fields described as the reward for good people.
- (e) Book VI serves as the climax of the events in the first five books and also as setting the scene for the Trojans establishment in Italy; character of Aeneas changes into a more definite one with a mission to fulfil his destiny; in book VI Aeneas is clearly shown the glory that awaits for his descendants; book is main inspiration for Dante's Divine Comedy.

- Q4.** (i) 4+3+3. (10)
 (ii) (2+1+1) to max of 10. (2+2 for audio / orior) (10)
 (iii) Metre 2 marks. -2 for any wrong syllables (10)

Q5. (75) Answer three questions -at least one question from each section

A.

- (i) Social/religious reforms (7+6+6); Evaluate (6)
 (ii) Account (7+6+6). Violent episode (6)
 (iii) 7+6 +6+6 for four good points-one at least on peace, prosperity at home and abroad.

B.

- (i) Life 4+3+3. Works 4+3+3. Effect on writing 5
 (ii) 9+8+8 for architectural/engineering/social importance of aqueducts
 (iii) (a) Suitability 4/3+3; advantage 3; disadvantage 3
 (b) Comment 3+3; Characteristics 3+3 (at least one must refer to Photograph B.
 (c) Roads built 3+3; facilitate expansion 3+3.

Indicative Notes—Candidates may make valid points other than those listed below

A.

- (i) **Social & religious reforms of Augustus:** re-establishment of family life which had declined—efforts to encourage marriage –lex Julia de Maritandis;efforts to encourage childbearing-ius trium liberorum; efforts to discourage divorce-lex Julia de adulteriis coercendis; religious festivals—Horace's hymn; emperor worship; his role as Pontifex Maximus; building of temples. **Evaluate any one effort**—e.g. success or otherwise of his measures aimed at promoting the family
- (ii) **Year of the Four Emperors:** three points on any such as the following: general discovery that emperors could be made elsewhere than at Rome –effect of that; rule of Galba; Otho proclaimed emperor—his short rule; rule of Vitellius—very brief; accession of Vespasian. **Violence**—one very violent sequence or event described—e.g. slaughter in Rome before Vespasian arrived as emperor in which his brother Sabinus was killed and the revenge wreaked by Primus on the population of Rome.
- (iii) **Trajan's rule**—at least one point on peace/prosperity and foreign policy. Examples of areas which can be covered---Trajan's charming manner which made him most popular; wonderful powers of administration; very popular with the troops; excellent relations with the senate; campaigns in Dacia.

B.

- (i) **Ovid, life**---born in Sulmo; studied law and rhetoric in Rome and Athens; father wanted him to work as a clerk; dedicated his life to poetry; married three times; had one daughter; banished to Tomi on Black Sea . **Works**—Metamorphoses; Heroides; Tristia; etc.; any point on style, content etc.
Catullus, life---born in Verona; minor public service post in Bithynia; his love for his brother whose untimely death upset Catullus so much; relationship with Lesbia. **Works**: Epillion-minor epic on the marriage of Peleus and Thetis; elegiac poetry; Epithalamia, wedding rites; love poetry; style; language.
One example of the effect of personal life on works-e.g. Ovid's Tristia/Epistulae ex Ponto—exile in Tomi.
- (ii) **Aqueducts**: four points with at least one point on each of social, engineering and architectural aspects. Social—served population of one million, served public baths, gardens, fountains, villas and farms. Engineering—establishment of gradient from source, surveying tools for gradient, angles etc., use of ceramic pipes for health reasons, waterproof linings. Architectural: reference to any one example, Sergovian aqueduct or Pont du Gard; use of arch.
- (iii) (a) **Insulae**: Suitability-two points—danger of fire, collapsing; cramped conditions, lack of running water, sewerage, high rents. Advantage—provided sheltered accommodation to poorer classes. Disadvantage—any point.
- (b) **Wall paintings**: Use-two points—decoration of houses, royal palace; scenes from everyday life; portraits; landscapes; animals. Characteristics-two points, one referring to photograph B-use of perspective, poor scale and depth, influence of Greek styles, realism.
- (c) **Roads**: Building-three points—finding shortest, flattest route, digging out a trench, layers of stones of different sizes, gravel, stone slabs, use of a camber for drainage, ditches to drain water away, crossing valleys etc. Expansion of empire-one point-Roma army kept control by use of roads, spread of trade, people, language, culture.

