



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2015

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.

Leaving Cert. Latin Higher Level 2015---Marking Scheme

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 1 2 2 1 $\frac{1}{2}$ $\frac{1}{2}$
 The famous general Marius was forced to flee from Rome so that he would not be put to
 2 $\frac{1}{2}$ 1 $\frac{1}{2}$ 2 2 $\frac{1}{2}$ 1 2 1 $\frac{1}{2}$ 2 $\frac{1}{2}$
 death by Sulla. While he was attempting to escape from Italy he embarked on a ship to sail to
 1 1 2 1 2 $\frac{1}{2}$ 1 $\frac{1}{2}$ 2 $\frac{1}{2}$ $\frac{1}{2}$ 2
 Africa. The wind forced him to land in a place where he wandered about until at last he found
 1 1 1 $\frac{1}{2}$ 1 $\frac{1}{2}$ 2 1 1
 his way to Minturnae, a town near the sea coast. When he learned that the cavalry of Sulla
 2 2 $\frac{1}{2}$ 1 2 $\frac{1}{2}$ 1 $\frac{1}{2}$ 1
 was approaching, he was able, with great difficulty, to reach another ship. But the sailors
 2 $\frac{1}{2}$ $\frac{1}{2}$ 2 1 2 1 2 1 $\frac{1}{2}$ 2 1
 feared that if they helped him to escape his enemies would punish them and they put him
 $\frac{1}{2}$ 1 $\frac{1}{2}$
 ashore again.

Or

B.

- (i) Whether he had behaved properly/done the right thing **(6)**
- (ii) He would be telling lies = **(4)**
- (iii) Laelius thinks that no one will ever be a better one/ a very good friend **(8)**
- (iv) Medicine (a cure) = **(4)**
- (v) That nothing bad happened to Scipio **(7)**
- (vi) If he is very upset by things which happen to himself **(7)**
- (vii) He did not want immortality (3); he had achieved all the honours which were right for anyone to want (5) = **(8)**
- (viii) He had surpassed the highest hopes of the people (6); with incredible bravery (2) = **(8)**
- (ix) He never sought to be consul = **(4)**
- (x) Overthrew two very hostile cities/ by his leadership he prevented war in present time/ prevented future wars/elected consul twice (4+4) = **(8)**
- (xi) His pleasant habits/kindness towards his mother/goodness to his sisters/generosity to his people/ justice to all (4+4) = **(8)**
- (xii) They are known to everyone = **(3)**

Q2. A (130) Translate any two passages:

- (i) At.....Turni 6/ deserit.....arces 6/ praecipitaque.....rumpit 6/ laetitia.....armis 6/
quantus.....quantus 10/ gaudetque.....auras 8/ iam.....Itali 9/ quique.....muros
9/armaque.....humeris 5.
- (ii) O.....opem 13/ me.....egi 7/eripite.....mihi 6/quae.....laetitias 13/ non.....illa 7/ aut.....velit 6/
ipse.....morbum 7/ o.....mea 6.

B.

- (i) Atque.....cognovimus 5/ poetam.....inflari 8/ Quare.....poetas 4/ quasi.....videantur 8/
sit....violavit 12/ saxa.....consistunt 8/ nos.....moveamur 5/ Homerum.....suum 5/
Smyrnaei....confirmant 5/ itaque....dedicaverunt 5.
- (ii) dum.....oppugnabantur 7/ civitas.....mari 7/ Saguntum.....incremento 9/ Hannibal.....
adgreditur 9/ Angulus.....erant 9/ Hannibal.....posset 8/ Sed....erat 8/ et.....resistebant 8.

Q3 A. (i) (60) Translate

Reliquum.....videatur 5/ Qui.....esset 6/in.....dixistis 10/ Etenim.....possit 10/ Sed.....vita 7/
hoc.....virtute 7/At.....maiorum 5/ Non.....accommodasse 10.

(ii) (30) Answer any three questions

- (a) 5+5-two points
(b) Note 4+3; importance 3
(c) 4+3+3 (any three sections)
(d) (3+2)+(3+2)
(e) 5+5

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

- (a) Cicero says that the objection to putting so much power into the hands of one man is out of date; has been refuted by events rather than words; this view was also expressed (by Hortensius) when it was proposed to give Pompey full command against the pirates; Pompey alone set Rome free from all the distress caused by the pirates.
- (b) Delos was an island in the Cyclades which are located in the western Aegean Sea; it was the birthplace of Apollo; was a bustling centre of trade; it was the chief slave market for the Roman world.
- (c) Exordium—setting the theme—appointing Pompey as commander in Asia; Narratio—outlining the situation—a dangerous war is going on in Asia ;Tractatio—the main theme of the speech—why Pompey should be appointed; Refutatio—the arguments which can be made against the proposal—Hortensius will argue a number of points; Peroratio—driving home the purpose of the speech—Cicero’s motives.
- (d) **Aulus Gabinius:** tribune of the plebs in 67 BC: he proposed the law giving Pompey command against the pirates. **Lucullus:** served as quaestor with Sulla; became consul in 74 BC; fought against Mithridates; was relieved of his command; returned to live a

life of luxury in Rome. **Mithridates**: became king of Pontus when his father was assassinated; became an ally of neighbouring king Tigranes; conquered several neighbouring countries; invaded Greece but was driven back by Sulla; defeated several Roman commanders including Lucullus; finally defeated by Pompey; killed by his son. **Tigranes**: king of Armenia; married to the daughter of Mithridates; overran Cappadocia; defeated by Lucullus; betrayed his ally Mithridates and went over to the Romans.

- (e) Any two aspects of Roman political life such as---the role of the equites in collecting taxes for Rome; how the constitution of Rome could be manipulated by Cicero to enable Pompey be appointed.

3B. (i) (60) Translate

et..... iacentes 9/ litoraque.....regnis 9/ atque.....Venus 10/ o.....terres 6/ quid.....tantum 4/quid.....orbis 9/ certe.....Teucris 9/ qui.....pollicitus 4.

(ii) (30) Answer any three questions

- (a) 5+5 for two points
 (b) 5 for what it means+5 for effect
 (c) 5+5 for two points
 (d) 5+5 for two reasons
 (e) (3+2)+(3+2)

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

- (a) Disguised as a huntress, Venus meets Aeneas and his followers as they explore Libya; she asks if they have met any of her sisters; Aeneas believes she is some form of goddess and he asks her to help them; Venus says she is merely a huntress and tells them that they are in Libya which is ruled by Dido; she tells them the story of Dido; she asks Aeneas who he is and gives him good news about his men who are missing; she reveals her identity and vanishes.
- (b) It means that the poem begins in the midst of adventures being experienced by the main players; this tactic immediately captures the interest of the reader as we enter the action straight away; it also heightens suspense as to what will develop; it arouses curiosity in the reader about how things have so developed.
- (c) Virgil's similes are ornamental and stand as pictures independent of the text itself; they do not add to the reader's understanding of the comparison being made; Virgil modeled his similes on Homer with similar images and even diction; any example such as the Tyrians building their city compared to bees in the hive.
- (d) Juno hated the Trojans because of the Judgement of Paris when Paris had chosen Venus as the most beautiful woman in the world—Paris was a Trojan and Juno felt slighted; Ganymede was a Trojan youth who was chosen as Jupiter's cup bearer to the exclusion of Juno's daughter, Hebe.
- (e) **Aeolus**: king of the winds; kept the winds controlled in caves on a floating island; was visited by Ulysses who released the winds to cause a storm; was asked by Juno to let the winds loose against the Trojans; was promised the nymph Deiopea as a reward. **Neptune**: god of water; patron of journeys over sea; calms the storm let loose by Aeolus in Book 1. **Panthesilea**: fought with Trojans in the Trojan war; was queen of the Amazons; killed by Achilles. **Syphaeus**: husband of Dido; was killed by her brother Pygmalion; appeared to Dido in a dream and warned her to flee; reunited with Dido in the underworld.

- Q4.** (i) 4+3+3. (10)
(ii) (2+1+1) to max of 10. (2+2 for audeo/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) Foreign Policy (7+6+6); Germania (6)
(ii) Account (7+6+6+6). Must be reference to both sides of Nero
(iii) (7+6) +(6+6)

B.

- (i) Life 4+3+3. Works 4+3+3. Writing style 5
(ii) 9+8+8 for architectural/engineering/social importance of aqueducts
(iii) (a) Bridges: 5+4+4 –must refer to arch
(b) Comment and part in public life: 4+4+4
(c) Name: 2; Three features: 3x1; Function 4+3

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

A.

- (i) **Foreign Policy of Augustus:** adding of new provinces; Asia Minor—difficulties in protecting it; Parthian problem; Armenia; Rhine Danube frontier; campaigns of Tiberius and Drusus; **Failure to retain Germania:** primitive nature of the German tribes; poor quality of Varus as a commander; underhand behavior of Arminius, a German chief.
(ii) **Nero:** relationship with his mother, Agrippina; influence of Burrus and Seneca on him; his murder of Agrippina; his inclination to act and perform; the influence of Tigellinus; great fire in Rome; his treatment of the Christians; any other evil act; reign of terror; manner of his death.
(iii) **Tiberius**---life before becoming emperor; campaigns on the Rhine; rejection by Augustus; retirement to Rhodes; accession to power; any aspects of his reign; influence of Sejanus; withdrawal from public life. **Claudius in Britain**---invaded for commercial reasons; wanted to make Gaul more secure; British were very divided; visited in person; employed 50,000 men; landed in Kent; occupied Camulodunum; advanced as far as the Trent/Severn frontier. **Domitian**---son of Vespasian; succeeded his brother Titus; unpleasant nature; very efficient; spent a lot of time with the armies; could not tolerate criticism; censor for life; foreign campaigns; plots against him; murdered by Stephanus. **Praetorian Guard**--established to guard the emperor; based in the city of Rome; played a very active role in electing and getting rid of emperors; appointed Claudius when their own future was threatened; assassinated Caligula; Prefects of the guard could become very powerful; Macro; Sejanus

B.

- (i) **Horace Life**--born in 65BC; educated at Rome; fought with the republicans at the battle of Philippi; returned to find his lands had been confiscated; appointed clerk in the treasury; met Maecenas and was given a gift of the Sabine farm; became poet to the emperor Augustus. **Works**—Odes; Epodes; Carmen Saeculare; Epistles; style; language.---detailed comment on any one aspect of his style. **Livy Life**---BC 57 to AD 17; born in Padua; spent most of his life in Rome; returned to Padua before his death; had at least two children. **Works**—Ab Urbe Condita; in 142 books; romantic evocation of Rome; use of dates---detailed comment on any one aspect of his style.

- (ii) **Relief Sculpture:** Specific examples from Roman history and everyday life describer in some detail: ara pacis; reliefs from tombs; any reliefs from triumphal arches such as the arch of Titus or Septimus Severus; any other altar; Trajan's column or any other column
- (iii) (a) **Roman Bridge:** construction of the bridge—use of temporary wooden bridges, using blocks of stone, use of the arch' span of the arch; any examples of a Roman bridge; use of bridges to facilitate trade and military activities.
- (b) **Basilica Nova:** history of the basilica; structure of the basilica; activities in basilica; any examples of a basilica; served as a court of justice.
- (c) **Roman Forum:** identify any three features; description of any one feature such as a triumphal arch; temple; curia; comitia

