



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2016

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 2016---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:-

$\frac{1}{2}$ $\frac{1}{2}$ 1 2 1 2 $\frac{1}{2}$ 2 1 1
 When the Roman consul had spoken, the envoys were dismissed. As they were on the journey home, one
 1 1 1 2 $\frac{1}{2}$ 2 $\frac{1}{2}$ 2 2 1 2 $\frac{1}{2}$ $\frac{1}{2}$
 of them, named Pacuvius, said that they could now recover the territory that had been taken from them
 $\frac{1}{2}$ 1 $\frac{1}{2}$ 2 $\frac{1}{2}$ 1 2 $\frac{1}{2}$ 2 2 $\frac{1}{2}$ $\frac{1}{2}$ 1 $\frac{1}{2}$
 by the Romans and conquer all of Italy. He believed that they should make peace with Hannibal against
 1 $\frac{1}{2}$ 2 1 $\frac{1}{2}$ 1 2 1 $\frac{1}{2}$ $\frac{1}{2}$ 2
 the Romans in order to finish the war. The other envoys believed Pacuvius and, when they reached
 1 2 1 $\frac{1}{2}$ 2 2 $\frac{1}{2}$ 1 $\frac{1}{2}$ 1 2 $\frac{1}{2}$
 home, they persuaded the citizens and the senate to prepare at once for battle as the Romans were clearly
 $\frac{1}{2}$ $\frac{1}{2}$ 1 $\frac{1}{2}$ 2 $\frac{1}{2}$ 2
 in such great difficulty that they could easily be defeated.

Or

B.

- (i) Massinissa (4)
- (ii) She thought he was a king(4) he was distinguished in arms(3) and general appearance (2)=(9)
- (iii) Threw herself at his feet (knees) or knelt down= (6)
- (iv) The gods (3); your goodness (3); good fortune (3)= (9)
- (v) That she not be allowed to fall under(4) the proud and cruel power of any Roman(5)= (9)
- (vi) She was prepared to die= (6)
- (vii) She was distinguished by her beauty (4); in the prime of life (4)=(8)
- (viii) She clasped his feet/knees (3); then his right hand(2)=(5)
- (ix) Her voice was more like flirting = (4)
- (x) He fell in love with her = (9)
- (xi) He granted what she was looking for=(6)

Q2. A (130) Translate any two passages:

- (i) haec.....auras 13/ Iliacemque.....petivit 6/ tum.....telis 16/ clipeumque.....verba 10/
dat.....euntis7/ morte....figuras 6/ aut.....sensus 7/
- (ii) haec.....eram 13/ aeger.....eram 13/ quem.....pates 13/nec.....modo 13/ non.....malum 13/

B.

- (i) Gallos.....tenuit 7/ et.....accidisset 7/ deinde.....coacervare 10/ tum.....cernebatur 5/
viam....perveniant 7 / ubi.....retulissent 12/ aliud.....sustinuit 4/ noctem.....consedere 7/
exploratores.....miserunt 6.
- (ii) quae.....proficiscere 10/ nimium.....desiderant 6/ educ.....urbem 7/magno.....intersit 6/
nobiscum.....sinam 7/magna.....urbis 11/ quod....effugimus 11/ non.....reipublicae 7/

Q3 A. (i) (60) Translate

Hannibal.....concesserat 4/ ibique.....belli 8/partitis.....convocat 6/ Credo.....bellum 10/
ita.....quaeremus 8/ itaque.....do 10/ Primo.....incipiamus 6/ omnibus.....desiderium 8/

(ii)(30) Answer any three questions

- (a) 5 -description +5—justified or not
(b) Imp ex 10
(c) 5—reactions +5-reasons
(d) 5 account +5 effect
(e) 5 +5 for two differences

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

- (i) The Roman senators were struck by a mixture of emotions including pity for their allies and shame at not having defended them; they trembled rather than planned what to do. This reaction was justified due to the ferocity of the Carthaginians who had for so long proved to be serious enemies for the Romans.
- (ii) The senate had decided that one consul should take control of Spain and the other should control Africa and Sicily. The senate demanded that lots be drawn to decide who was going where; Scipio was given Spain, Africa and Sicily was given to Sempronius and Manilius, the Praetor, was sent to Gaul.
- (iii) The demands of the Roman envoys were met with laughter from the young men before the magistrates restored order; all their proposals did not meet with a single friendly response. This reaction can be explained by the Romans asking the Gauls to go to war with Hannibal rather than allow the war be moved to Italy.
- (iv) Hannibal saw a youth of godlike aspect who told Hannibal that he had been sent to lead him into Italy if he would follow him and not look behind. Hannibal was terrified at first, but, having looked behind saw a serpent which he was told represented the destruction of Italy.
- (v) Polybius says that Hannibal began his march from the Rhone and descended on the other side of the Alps among the Insubres to the north of the Po. Livy says the Hannibal started from the confluence of the Rhone and Isere and came down among the Taurini at the headwaters of the Po.

3B. (i) (60) Translate

Filius..... mundi 4/ o.....istis 5/ mortaline.....habeant 6/ certus.....Aeneas 3/ cui.....potestas 3
/immo.....olim 6/ quaecumque.....arva 6/ mortalem.....deas 6/ qualis.....pontum 6/ dixerat.....fratris 5
/per.....adnuat 6/ et.....Olympum 4/

(ii) (30) Answer any three questions

- (a) 5+5 for two points
- (b) 2-Yes/No. Explain=3; Suggest a reason=5
- (c) 2-Yes/No; 4+4 for two points in support
- (d) (3+2); (3+2) for any two
- (e) 4 for understanding; 3+3-any two points

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

- (i) Any opinion of the actions of Nisus and Euryalus—such as they were very brave or very foolhardy. This must then be supported by reference to the text.
- (ii) Opinion may agree or disagree with view expressed. Virgil portrays Turnus as a man with human failings—when visited by Isis to advise him that Aeneas was away and his camp was vulnerable, she had to tell him not to be delaying but to attack immediately. Turnus is portrayed by Virgil as a very brave man, driven by emotion and desire, but always destined to remain in second place to the hero of the epic.
- (iii) Yes—when Aletes had finished addressing Nisus and Euryalus, Julius immediately took his cue and gave the warriors very clear instructions as regards their mission; he told them of the importance of their mission; he promised them valuable rewards for success as well as even more valuable promises for Nisus in the future once the Trojans had conquered Italy; he promised to adopt Euryalus as his companion. These actions showed a willingness to accept the responsibility of leadership and also showed an understanding of how to get the best out of his men.
- (iv) **Evander**: he was thought to be a Greek king from Arcadia who founded a small settlement of Greeks where later Rome would be founded. **Aurora**: Roman goddess of the dawn; identified with the Greek Eos; every morning Aurora leaves the couch of Tithonus to restore light to the earth. **Lavinia**: daughter of Latinus and Amata and last wife of Aeneas; Turnus was her main suitor before Aeneas arrived; her mother wanted her to marry Turnus. **Parcae** or Fates: were the arbiters of human and divine destiny; identified as three sisters, Clotho, Lachesis and Atropos; represented as women spinning the threads of destiny; Clotho holds the spindle, Lachesis draws the thread and Atropos cuts it off; Roman names were Nona, Decuma and Morta.
- (v) Pietas meant a dutiful regard to the claims of gods, parents and fatherland; any two examples—such as the actions of Nisus and Euryalus; the care for his mother shown by Euryalus.

Q4.

- (i) 4+3+3. (10)
- (ii) (2+1+1) to max of 10. (2+2 for gaudeo/insto/furor) (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) Three factors (7+6+6); effect of personality (6)
- (ii) Account (7+6+6). Mistake ? (6)
- (iii) 7+6 +6+6 for four good points—show how he dealt with at least two

B.

- (i) Life 4+3+3. Works 4+3+3. Insight into political background 5
- (ii) 9 construction +8 other innovations +8 different types of buildings
- (iii) (a) Name 3/2; historical importance 4; political importance 3; artistic importance 3
(b) Use of circular temples 5/4+4+4 (one at least on Pantheon)
(c) Three points 5/4+4+4 (at least one on political importance of bread)

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

A.

- (i) Factors which led to **Octavian becoming sole ruler**: weakness of Antony as an opponent and his infatuation with Cleopatra; settlement of 27BC when Octavian suggested to a dumbfounded senate that the republic should be restored—resulted in far greater powers being heaped upon Octavian; the settlement of 23BC which resulted in increased powers for him at home and abroad and he received tribunicia potestas; the manner in which he assumed power—gradually testing the social and political climate at that time before taking any further steps. Personality—any aspect of his personality which contributed to his success—his apparent humility whereby he continued a frugal lifestyle, he walked about the streets like a private citizen.
- (ii) **Gaius Caligula**—a mistaken appointment—attacked by an illness which may have unhinged his mind; power went to his head and he became delusional; imagined himself as a god; had a bridge built from the palace to the Capitol so that he could converse with his brother Jupiter; dissipated the fortune left him by Tiberius; dressed as a woman in court ;led an army to the English Channel and ordered the soldiers to collect sea shells.
- (iii) **Vespasian** faced many problems—senate had been decimated by the bloodletting during the year of the four emperors, he strengthened its ranks by drafting in many new members ; he displayed outstanding qualities of organization especially military as there was great need for an emperor with firsthand knowledge of the troops; he faced an insurrection in Gaul at the hands of Civilis—due to some skilful diplomacy and military power this insurrection petered out; the frontier presented a special problem—countries beyond the Danube posed a threat which Vespasian dealt with by planting a series of forts along the Danube and by using this river along with the Rhine to strengthen the frontiers in the north; he restored the finances which had been depleted.

B.

- (i) **Cicero or Ovid**: brief account of any of the works such as the speeches , rhetorical works, philosophical works, letters of Cicero; any of the works of Ovid such as Metamorphoses, Tristia, Amores, Heroides; details from the lives of chosen author; political background—any indication such as Ovid's Tristia/Epistulae ex Ponto showing his relationship with Augustus or Cicero's Pro Lege Manilia showing the situation caused by Mithridates and Pompey's role in the politics of the time.
- (ii) **Arch**—most probably imitated by the Romans from the Etruscans; use of wedge shaped blocks to prevent slipping; importance of the keystone; covering of the blocks with a type of plaster; ability of the arch to bear enormous loads; development and importance of the

triumphal arch; development of vaults and barrel vaults and how these were used in baths, theatres and amphitheatres; use of the arch for bridges and aqueducts

- (iii) **(a)** Trajan's Column—commemorate emperor Trajan's two Dacian campaigns; marks the time when the Roman Empire had reached its greatest extent; detail on the Column showing Trajan holding a council of war; shows fortifications being built; attacks on fortifications; detail on the Column show 2,500 human figures; the masterpiece of Roman historical art; some of the figures were in colour.
- (b)** Circular temples usually had an annular peristyle; sometimes they were on a podium; temples were made of tufa, travertine, concrete and frequently marble; some temples had surrounding porticos; examples such as the Temple of Vesta at Tivoli and the Pantheon.
- (c)** Juvenal referred to the Romans as only being interested in bread and circuses; he decried the lack of interest displayed by Romans in political matters; a corn dole was introduced in first century BC—a way to political success; Augustus was very careful to provide plentiful supplies of corn to the people; bread baking was considered an art; bakers were given special rights; seats were provided in the streets for Romans to eat; pies, pork sausages, figs, pastries were popular.

