



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2014

Marking Scheme

Latin

Ordinary 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 Certificate Latin 2014 Ordinary Level Marking Scheme and Notes

1. A. [75]

Five sentences @ 15 marks each

A penalty system applies as follows:

Major error= -3. i.e. for omission of verb, wrong construction or mood but only one block penalty to be applied per construction.

Lesser error = -2. i.e. wrong voice, tense, case, omission of noun, adjective or pronoun, “*ut*”, “*ne*”, “*se*” etc.

Minor error = -1. i.e. incorrect gender, degree of adjective or adverb, misspelling or vocabulary error.

Or

1. B. [75]

- (i) Looked after (3) a library (3)
- (ii) He had stolen many books (5); he thought he would be punished (4)
- (iii) That the slave was in his friend’s province (6)
- (iv) Marcus Bolanus saw him(4) and many others saw him (4)
- (v) That he had been freed(4) by Cicero (2)
- (vi) Very grateful (6)
- (vii) He feels the loss itself is small (6)
- (viii) Because he had great trust in Dionysius (8)
- (ix) Where the slave is(4) and what can be done (4)
- (x) That he has received (4) a great favour (4)
- (xi) Any valid reason (5)

2. [130] Translate any two of passages A,B,C,D

A. sic....placat 10/ collectas....reducit 10/ levat....aequor 15/ atque....undas 10/
ac....seditio 12/saevitque.....vulgus 8.

B. venit....solebat 10/ Naides.....sit 12/ at....sorores 8/ et....offert 10/ deceptas....herbas
10/ illa....lacrimas 15.

C. Ac....faciebant 10/ parvisque....contendebant 5/ postea....continebant 12/
ubi....inceperunt 12/ sed....viderunt 6/ nova....miserunt 10/ legati....gerere 10.

D. Consul....aciem 6/ aliquamdiu....expectantes 7/ ut....emissum est 11/
inde....pugnatum est 12/ concurrunt....superant 9/ anceps....absumit 9 /
nec....successit 11.

3. [90]

A. (i) [60] Translate into English

Inter....Romanos 9/ nec....cura erat 12/ Et....placebat 6/ nec....cecidissent
11/qui....esse 7/ cum....haberentur 12/ diemque....edixerunt 3.

(ii) [30] Answer any three of the following:

- (a) Imp ex 10
- (b) 5+5
- (c) 5+5
- (d) 5+5
- (e) (3+2); (3+2)

3 A (ii) Indicative Notes

N.B. candidates may make valid points other than those listed below

- (a) The defeat and death of the Scipios in 211; the virtual destruction of the Roman army in Spain.
- (b) Capua had defected from Rome to Carthage; if this defection had gone unpunished, other cities may have followed leading to the total undermining of Rome.
- (c) Any points on leadership of Hannibal with example from text; cleverness - trying to divert Romans from siege of Capua; lack of staying power-Livy describes how Hannibal seemed to abandon Capua to its fate rather easily.
- (d) Livy as a moral historian; history was a romantic account of ancient Rome; date and places often inaccurately described; uncritical use of sources; excellent character sketches
- (e) **Triumph**: when awarded; procession; route; order of those walking. **Senate**: purpose; how formed; meetings; curia. **Aedile**: magistrate; function; place on cursus honorum.
Publius Scipio: manner of being elected leader; his speech of acceptance; his character; campaign in Spain.

3 B

(i) [60] Translate into English:

Aeneas....vultu 8/ linquens....secum 8/ cui....figit 8/ multa....serebant 6/ quem....diceret 8/
atque....Aeoliden 13/ quo....cantu 9.

(ii) [30] Answer three of the following:

- (a) 5+5
- (b) 5+5
- (c) Imp ex 10
- (d) 5+5
- (e) 5+5

3 B (ii) Indicative Notes

Candidates may make valid points other than those listed below

- (a) Sibyl was requested by Aeneas to accompany him to the Underworld; she promises Aeneas that his people will settle in Italy after a long, bloody war; she tells Aeneas to secure the Golden Bough; she conducts sacrifice to Hecate; she explains many of the sights in the Underworld for Aeneas.
- (b) Aeneas met the ferryman Charon who challenges him as to his right to be taken across the river; he sees Charon's boat and banks green with sedge; he sees souls lining up along the bank hoping to be carried across by Charon
- (c) Reference to any of the descriptive passages; any simile; the renewed confidence gained by Aeneas; the revelation of the future successes of Rome.
- (d) Aeneas wept when he saw Dido; he spoke tenderly to her and asked how she died; she remained silent and unmoved by his words; she fled and returned to her husband Sychaeus.
- (e) Any valid points with an example from text, such as language, similes, drama.

4. [30]

- (i) Four nouns @ 2 marks each=total **8**
- (ii) **(2+1+1)** or **(2+2)** for three verbs=total **12**
- (iii) Each correct foot merits 2 marks to a maximum of **10**.

5. [75] Three questions must be attempted. One must be chosen from each section and a third from either section.

A.

- (i) Three points **(9+8+8)** or if in brief points **(5+5+5+5+5)**
- (ii) Three points **(9+8+8)** or if in brief points **(5+5+5+5+5)**
- (iii) **(7+6)** and **(6+6)** or if in brief points **(4+3+3+3)** and **(3+3+3+3)**

Indicative notes N.B. candidates may make valid points other than those listed below.

A.

- (i) **Social Reforms of Augustus:** he tried to encourage marriage and discourage childlessness; Lex Julia de adulteriis made adultery a public crime with severe penalties; Lex Julia de maritandis ordinibus imposed penalties on those remaining childless such as limitation on a man's right to inherit; number of children a man had gave him precedence when he stood for office; success or failure of these measures.
- (ii) **Reign of 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.

- (iii) **Sejanus**—prefect of the praetorian guard; was trusted by Tiberius; he ruled in the absence of Tiberius; plotted against Tiberius and his family; was discovered and put to death. **Domitian**—succeeded brother Titus; after his victory over the Chatti he assumed the title of Germanicus; defeated Decebalus and the Dacians; reduced the power of the senate; prosecuted Christians; was murdered. **Trajan's Dacian Campaigns**: his defeat of Decebalus in first war; establishment of peace; victory by Dacians in second war; his march into Transylvania; conquest of Dacia; settlement of Dacia. **Galba**—proclaimed emperor by his troops; very strict disciplinarian; alienated the mob by refusing to have Tigellinus killed; was murdered by his soldiers who favoured Otho.

B.

- (i) Life (7+6) or if in brief points (4+3+3+3); writings (6+6) or if in brief points (3+3+3+3)
- (ii) Description (7+6) or (4+3+3+3); Remarkable (6+6) or (3+3+3+3)
- (iii) Any two (7+6) or (4+3+3+3); (6+6) or (3+3+3+3)

Notes:

B.

(i) **Caesar, life**—member of Marian party, married to Cornelia (first), captured by pirates; First Triumvirate, campaigns in Gaul; civil war with Pompey; as dictator; manner of his death. **Works**—some poetry; De Bello Gallico; Commentarii Belli Civilis; wrote in third person; writing style, content.

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.

(ii) **Ara Pacis**: altar with high enclosed wall with two entrances; reliefs show perspective; occasion on which it was constructed; political significance; group composition; any of characters/scenes depicted; model of emperor as primus inter pares.

(iii) **Portrait sculpture**—influence of the Greeks; Etruscan death masks; expression on faces; realism; gravitas. **Roman aqueducts**—purpose; extent; system of construction—maintaining flow etc.; examples. **Triumphal Arches**—reasons for construction; locations; usage; examples; relief sculpture; design. **Mosaics**—found on floors and walls, pavements as durable form of decoration in houses, baths, public buildings etc.; techniques used—opus sectile, opus tessellatum.

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