



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2023

Marking Scheme

Classics

Common 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.

Question 1: 30 marks

- (a) Write the correct information into the table below for the gods and goddesses shown in the images. The first row of the table has been completed for you. **15 marks (15 x 1 mark)**

NB: if Greek and Roman names are correct but swapped for a god/goddess, award 1 mark

Description/Role	Greek Name	Roman Name	Number of Image
Goddess of marriage and childbirth	Hera	Juno	2
Goddess of wheat and the harvest	Demeter	Ceres	5
Goddess of love and beauty	Aphrodite	Venus	6
God of the sea and horses	Poseidon	Neptune	4
God of wine and theatre	Dionysus	Bacchus	1
God of the sky and weather.	Zeus	Jupiter	3

- (b) Write a brief summary of a myth that features your favourite god / goddess. In your answer, describe the role that this god / goddess plays in this myth. **10 marks**

8-10 marks	Full summary of myth, including accurate information (e.g. proper names) Fully describes role/involvement of favourite god/ goddess in myth
5-7 marks	Somehow lacking in its completeness, such as: - summary lacks key detail(s) - role of favourite god / goddess is not fully stated - some inaccurate/overly generic information, showing incomplete understanding
1-4 marks	Answer is overly basic or generic, such as: - very brief summary - short statement of role of favourite god / goddess - includes several inaccuracies Or only writes the name of the god/goddess
0 marks	Not attempted

- (c) Explain why the god / goddess from part (b) is your favourite. Give reasons for your answer. **5 marks**

5 marks	Full and clear explanation, including at least two developed reasons, such as: - specific actions god / goddess takes - importance of domain in ancient Greek / Roman society - importance to candidate - appearance or symbols - personality traits - affinity for hero /heroine they support or other myths
1-3 marks	Explanation lacks clarity, is very brief, or reasons lack development - 1-2 reasons given, with some explanation - Not very developed, points are more generic or inaccurate
0 marks	Not attempted

Question 2: 30 marks

- (a) Give a description of **one** of these images.
Refer to details in the image to support your answer. **10 marks**

8-10 marks	Full description of chosen image, drawing attention to specific details (4-6) such as: Image A: priestess, in centre, elaborate clothing, pouring libation / vase with liquid, onto altar with flames, incense holder on other side, sense of symmetry / peacefulness / sacred / serious. Image B: group of men, each doing different things, one priest with robes over his head, one boy holding vessels, one holding bull and axe, altar in middle, sense of space / movement /focus on middle.
5-7 marks	Partial description of chosen image (3 points/details), lacking important details or overall sense of image, but describes some observations well.
1-4 marks	Very basic description, brief statement of what is happening Overreliance on information about sacrifice or religion, rather than describing what is in the image.
0 marks	Not attempted

- (b) Why did the ancient Greeks and Romans perform religious rituals like the sacrifices shown in Image A and B? Give **two** reasons for your answer. **10 marks**

8-10 marks	Discusses role/importance of religious rituals, including at least two developed points, such as: - performing rituals for the gods - rituals in times of trouble or celebration - religious beliefs about divine wrath or benevolence - communal experience /social aspects - meat and sacrifice - names or description of specific rituals to support point on importance
5-7 marks	Discusses role/importance of religious rituals, including two points or one developed point
1-4 marks	Very basic statement(s) about role/importance of religious rituals, including one point
0 marks	Not attempted

- (c) Give a brief account of an ancient Greek or Roman religious event, such as a type of ritual, daily practice, or festival. In your answer, you may include details, such as: location, roles of participants, name of god / goddess worshipped, cultural significance, etc. **10 marks**

8-10 marks	Gives a full account of a named religious event, including specific details or description of accurate information related to at least three different areas of knowledge, such as: - location - roles of participants - name of god / goddess worshipped - wider purpose or cultural significance.
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5-7 marks	Gives a clear account of a named religious event, including specific details or description (may include minor inaccuracies) related to two different areas of knowledge
2-4 marks	Attempts to give an account of a religious event, including generic details or description (may include several inaccuracies) related to one point.
1 mark	Names an appropriate religious event and does not include an account
0 marks	Not attempted

Question 3: 30 marks

(a) Which moment of Odysseus' journey is shown in Image A? Explain your answer with details from **both** Image A **and** the passage. **15 marks**

13-15 marks	Correct identification (image is Odysseus sailing past Sirens / from the last paragraph) Refers to at least two details from passage and describes how they are shown in the image, such as: - Odysseus tied to mast at centre, so he wouldn't jump overboard - Odysseus looking up at sirens, listening because ears aren't blocked with wax - Sirens perched and flying, creatures with wings (and women's faces) - Siren flying at Odysseus and his men, tempting them with song - Men rowing undistracted, because of wax in ears
10-12 marks	Correct identification Refers to at least one detail from passage and says how they are shown in the image
6-9 marks	Correct identification and includes 1-2 details from passage or image
1-5 marks	Basic statement about passage or image, without clear identification of moment May include inaccuracies
0 marks	Not attempted

(b) Outline three ways in which this passage is similar to the stories of other heroes / heroines that you have studied? Support your answer with evidence from other myths. **15 marks (3 x 5marks)**

5 marks	Similarity clearly explained, including link with Odysseus passage Detailed example from other myth, including name of hero/heroine or relevant character (e.g. Odysseus is leader of crew on voyage, like Jason & the Argonauts sail to Colchis.)
3 marks	Similarity not clearly explained or link with Odysseus passage is not clear Example given from myth, including name of hero/heroine or relevant character Or very brief statement of similarity / link, no elaborated Or good analysis of Odysseus passage as fitting with hero themes, but no specific example
1 mark	Hero/heroine named, but example is fully inaccurate or not linked to Odysseus Or repetition of same similarity with a different hero Or myth doesn't involve hero/heroine
0 marks	Not attempted

Question 4: 30 marks

- (a)** Why do you think people gathered to watch Camilla as she passed by?
Support your answer with analysis of the text. **6 marks**

5-6 marks	Awareness that it was unusual for women to be warriors Includes very good analysis of text
3-4 marks	Awareness that it was unusual for women to be warriors Includes good analysis of text Or Very good analysis of text related to Camilla being impressive, but doesn't mention that it is unusual for women to be warriors
1-2 marks	Awareness that it was unusual for women to be warriors, very basic analysis Or Any attempt (even if very brief or unsuccessful) to engage with analysis of text
0 marks	Not attempted

- (b)** Explain how Virgil's description of the mythical character Camilla is different to the lives of real women who lived in ancient Greece / Rome. **12 marks**

NB: May include comment on how gender portrayal in myth differs from historical sources

10-12 marks	Discusses life experience of women in ancient Greece or Rome with specific details Demonstrates a very good understanding of difference with at least two developed points
6-9 marks	Gives an account life experience of women in ancient Greece or Rome, relying more on generic details Demonstrates a good understanding of difference with two points or one developed point - more scope for development or further explanation that candidate has missed
1-5 marks	Gives basic information about experience of women in ancient Greece or Rome Demonstrates some understanding of difference with one point, generic statement or reference to the text
0 marks	Not attempted

- (c)** If you were a young woman living in the ancient world, would you prefer to live in ancient Greece or Rome? Give reasons for your answer. **12 marks**

10-12 marks	Discusses an opinion about female experience in daily life of Greece or Rome Supports opinion with developed points about specific aspects of life for a girl / young woman May include comparison between Greece and Rome
6-9 marks	States an opinion about female experience in daily life of Greece or Rome Supports opinion with points about more generic aspects of life for a girl / young woman Argues against, rather than explaining preference (7 marks max)
1-5 marks	Gives some relevant information about daily life in Greece or Rome Makes at least one basic point about female experience
0 marks	Not attempted

Question 5: 30 marks

(a) Match any **five** of these Ancient Greek and Latin housing terms with their definitions. Write the number of the term into the box beside its definition. **15 marks (5 x 3 marks)**

- a house in ancient Greece (8. oikos)
- a house in ancient Rome (4. domus)
- bedroom (2. cubiculum)
- couches (7. klinai)
- garden (6. hortus)
- kitchen (3. culina)
- men's quarters (1. andron)
- women's quarters (5. gynaikon)

(b) Name a modern word that comes from an Ancient Greek or Latin word related to the house. You may use one of the Ancient Greek or Latin terms above. **5 marks**

5 marks	Accurate word that is derived from Ancient Greek or Latin related to the house
0 marks	Not attempted or incorrect word (not related to the house)

(c) Explain how the meanings of the words chosen for part **(b)** relate to each other. **10 marks**

10 marks	- meaning of the ancient Greek/Latin word (2 marks) - meaning of the modern word (3 marks) - explanation of the link between the two words (3 or 5 marks based on quality)
0 marks	Not attempted / fully incorrect

Question 6: 30 marks

(a) What aspect of daily life do these four artefacts relate to? **3 marks**

3 marks	Games
0 marks	Not attempted or incorrect

(b) What can we learn about daily life for young people in the ancient world from the evidence found in Images A-D? Use details from at least two of these images to support your answer. **12 marks**

10-12 marks	Discusses what we can learn from these artefacts in at least two developed points Demonstrates very good critical/creative thinking to make link(s) between artefacts and daily life for young people Uses specific details from at least two images to support discussion
6-9 marks	States what we can learn from these artefacts in at least two points Demonstrates good critical/creative thinking to make link(s) between artefacts and daily life for young people Uses some details from two images to support discussion

1-5 marks	Briefly states what we can learn from artefacts generally in at least one point Attempts to make link between these artefacts and daily life for young people Or Refers to at least one image
0 marks	Not attempted

(c) Choose one of these topics and give an account of how a teenager in ancient Rome or Greece may have experienced it. - Education; Clothing; Food. **15 marks**

13-15 marks	Comprehensive account of the chosen topic, showing breadth and depth of knowledge Makes at least five factual points Includes and explains relevant key terms (eg. paedagogos, rhetor, toga, stola, prandium, cena.) Must refer to teenage experience for the full 15 marks
10-12 marks	Very good account of the chosen topic, showing breadth or depth of knowledge Makes at least three factual points Includes relevant key terms
6-9 marks	Good account of the chosen topic, using mostly generic information Makes 1-2 points, which may not be fully accurate Or in-depth account of one key point within the topic
1-5 marks	Brief/ basic account of the chosen topic in general or related to teenager experience Or An account including mostly inaccurate information
0 marks	Not attempted

Section B	World of Achilles, Rome	180 marks
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Question 7: 10 marks (5 x 2 marks)

Name of Character	Name of Place
Achilles	Phthia
Agamemnon	Mycenae
Menelaus	Sparta
Nestor	Pylos
Hector	Troy

Question 8: 15 marks (5 x 3 marks)

(a) Apollo, (b) size and strength, (c) death of Patrocles,
(d) the queen of Troy, (e) Agamemnon and Menelaus

Question 9: 20 marks

Answer these questions about the events which lead up to the Trojan War.

(a) Arrange these events into chronological order by numbering the boxes, 1-5. **5 marks (5 x 1 mark)**

- 4 Paris and Helen sail to Troy
- 5 one thousand ships sail from Greece
- 2 the Judgement of Paris
- 1 the wedding of Peleus and Thetis
- 3 Paris visits Menelaus

(b) Choose one of the events in part **(a)**. Give a brief summary of what took place and explain why this event was significant. **15 marks** (NB: Summary should be weighted more than significance)

13-15 marks	An excellent summary of the chosen event, using specific details (at least five accurate points) Includes proper names of relevant people and places Explains significance well
10-12 marks	Very good summary of the chosen event, using specific details (at least three accurate points) Includes proper names of relevant people and places Explains significance Or Excellent summary without any statement of significance (12 marks max)
6-9 marks	Good summary of the chosen event, using mostly generic details (1-2 points, which may not be fully accurate) Only mentions significance, if at all
1-5 marks	Very brief summary or gives some information relevant to chosen event
0 marks	Not attempted or not an event from part (a)

Question 10: 45 marks

Read these two texts from Homer's *Iliad* and answers the questions that follow.

(a) Identify two epithets in Text A. **5 marks**

5 marks	Any two from Text A
3 marks	Any one from Text A
0 marks	Not attempted, epithets incorrectly identified

(b) Describe in detail, in your own words, what Helen is doing in Text A. **8 marks**

8 marks	Very good description, which accounts for most of the details in Text A All in own words
5 marks	Good description, which accounts for many of the details in Text A Mostly in own words
3 marks	Very brief description Or a longer description, but overly reliant on quotations from Text A
0 marks	Not attempted / only relies on quotations

(c) Explain two ways in which Text B shows that Andromache loves her husband, Hector. **12 marks**

10-12 marks	Very good explanation, using two developed points supported by evidence from Text B Includes analysis of text
6-8 marks	Good explanation, using two points supported by evidence from Text B
4 marks	Very brief explanation or gives some commentary about Andromache loving Hector, reliant on quotations from Text B
0 marks	Not attempted

(d) Do you think Text A and Text B are typical portrayals of female characters in the *Iliad*? Explain your answer with evidence from Text A, Text B and other evidence from the *Iliad*. **20 marks**

Indicative points

- Text A: women not involved in the action or decision making; observers rather than participants; weaving as a woman's role
- Text B: worry about men at war and their own fate, which depend on the outcome of war
- treated like objects and subjected to violence: Briseis, Chryseis
- powerless even though queens/princesses: Hecuba, Cassandra, Andromache
- powerful female goddesses in contrast to mortal women

20 marks	Clear opinion on typical portrayal of female characters Excellent explanation, with at least two well-developed points Discusses relevant evidence from Text A, Text B and another section of <i>Iliad</i> Evidence/analysis is contextualised, showing high level of understanding of <i>Iliad</i>
16 marks	Clear opinion on typical portrayal of female characters Very good explanation, with at least two developed points Discusses relevant evidence from Text A, Text B and another section of <i>Iliad</i>
12 marks	Opinion on (typical) portrayal of female characters Good explanation, with at least one point Includes evidence from at least two : Text A, Text B and another section of <i>Iliad</i> Might include inaccuracies or opinion is less clear / lacking evidence
1-8 marks	Brief or basic explanation / attempt to give opinion on portrayal of female characters Refers to any one : Text A, Text B and another section of <i>Iliad</i> Or Makes any general point about female portrayal in myth / classical literature
0 marks	Not attempted

Question 11: 25 marks

In your opinion, which hero in the *Iliad* most closely follows the Homeric code of behaviour for a hero? Explain your answer with evidence from your reading of the *Iliad*. **25 marks**

Indicative points

- definition of timé, kleos, aidós, areté, or pathos
- connection between Homeric code and life in Homeric society
- decisions and actions made by the hero
- candidate's own values / personal code of honour
- analysis of *Iliad*, heroism, specific heroes

25 marks	Clear opinion given about one hero in the <i>Iliad</i> Good explanation, using 2-3 developed points Discusses evidence from study of the <i>Iliad</i> Demonstrates an understanding of the Homeric code of behaviour
15 – 20 marks	Opinion given about one hero in the <i>Iliad</i> Explains opinion, using at least 2 points Includes evidence from study of <i>Iliad</i> Demonstrates an understanding of heroics/ implicit reference to Homeric code Might include inaccuracies or opinion is less clear / lacking evidence
1 – 10 marks	Very brief/basic/generic explanation Refers to evidence from study of <i>Iliad</i> / Homeric society but is mostly description of events rather than referring to heroic behaviour OR Makes any general point(s) about decisions/actions/personality of one hero in the <i>Iliad</i>
0	Not attempted

Question 12: 15 marks (5 x 3 marks)

Use this list of architectural terms to label any **five** architectural features in the images below. You may only write **one** term in each of the boxes below.

(a) dome, **(b)** pediment, **(c)** capital, **(d)** column, **(e)** cornice, **(f)** arch, **(g)** base.

Question 13: 50 marks**(a)** Name **one** ancient Roman building / structure **and** the person who commissioned it. **3 marks**

3 marks	2 marks for correct building, 1 mark for correct person (Do not penalise for spelling errors)
0 marks	Not attempted / or incorrect

(b) Describe in detail the appearance of the building / structure you named in part **(a)**. **15 marks**

In your answer, include details related to key points, such as:

- architectural features; decoration; interior; exterior; design / layout.

15 marks	Comprehensive description of the building / structure Includes excellent details related to at least four key architectural features
12 marks	Very good description of the building / structure Includes specific details related at least three key architectural features
9 marks	Good description of the building / structure Includes details related to least two architectural features
1-5 marks	Very brief / basic description of the building / structure Or A description including mostly generic or inaccurate architectural information
0 marks	Not attempted

(c) Write about the life of the person who commissioned the building/structure you named in part **(a)**. **12 marks**Indicative points

- personal life: family, personality, death
- public life: political or military career, successes and failures

10-12 marks	Very good account, including a range of accurate, specific information about the person Two (well) developed points or five factual statements, which are detailed and specific
6-9 marks	Good account, including mostly accurate and specific information about the person One developed point or at least three factual statements.
1-5 marks	Very brief/ basic account or makes some accurate statements At least one valid point
0 marks	Not attempted

(d) In your opinion, are Roman buildings / structures a good way of commemorating people or events? Explain your reasons with evidence from your study of Roman architecture. **20 marks**

Indicative points

- material and methods meant they were built to last
- public architecture, seen by citizens and foreigners alike
- impressive structures convey a sense of power
- public benefited from the use of these spaces
- many people were illiterate, so architecture as a means of communicating messages widely
- part of propaganda, leaders concerned with legacy and self-image, competitive
- historical importance

20 marks	Clear opinion given about commemorative use of Roman architecture Excellent explanation, with at least two well-developed points Discusses relevant and specific evidence from study of Roman architecture Includes analysis
16 marks	Clear opinion given about commemorative use of Roman architecture Very good explanation, with two developed points or one well-developed points Discusses relevant and specific evidence from study of Roman architecture
12 marks	Opinion given about (commemorative use of) Roman architecture Good explanation, with at least one point Includes evidence from study of Roman architecture Might include inaccuracies or opinion is less clear / lacking evidence
1-8 marks	Very brief explanation / attempt to give opinion about Roman architecture Refers to evidence from study of Roman architecture Or Makes any general point about function/purpose/legacy of Roman architecture
0 marks	Not attempted

Marking Scheme: Junior Cycle Classics 2023

Section C

Latin – Classical Language

180 marks

Question 14: 16 marks (4 x 4 marks)

- (a) to the point of boredom
- (b) something in exchange for something
- (c) and the rest
- (d) that is

Question 15: 20 marks

(a) 8 marks (2 x 4 marks)

- 2 marks for nominative (1 stem + 1 ending)
- 1 mark for genitive and gender (.5 each)
- 1 mark for meaning

(b) 3 marks for any English word which derives from *crēdō*, *crēdere*, *crēdidī*, *crēditum*

- NB: Do not penalise for spelling error in part (b) or (c).

(c) 6 marks (4+2) for any two English words which derives from *magnus*, *magna*, *magnum*

- NB: only 1 mark if they have given a Latin word used in English, such as *magnum* or *magnum opus*

(d) 3 marks for explanation of how one of the English words from parts (b) or (c) relates to the meaning of the *credo* or *magnus*

- 2 marks for meaning of English word + 1 mark for connection to Latin word
- Do not penalise for incomplete/inaccurate definition of the English word.

Question 16: 20 marks (4 x 5 marks)

- 1,
- 4,
- 2,
- 3.

Question 17: 4 marks (4 x 1 mark)

- 2, 3, 1, 4.

Question 18: 10 marks (5 x 2 marks)

(a) ager, (b) amicīs, (c) vīdit, (d) audīvērunt, (e) altōs

Question 19: 15 marks (5 x 3 marks)

(a) braver, (b) whom he used to love, (c) quickly, (d) Eurydice lived with him, (e) will be able

Question 20: (50 marks)

(a) 40 marks:

- Candidates will not be penalised for including additional incorrect information
- Candidates may be awarded partial credit for answers that include:
 - Relevant information based on their understanding of individual words/ phrases
 - Relevant information based on their general understanding of the passage

Indicative answers

(i) on the top of a mountain **(3 marks)**

(ii) to the land; to her new home **(3 marks)**

(iii) Any two of the following **(9 marks: 5 + 4):**

- she wanted nothing; didn't want anything else; she had a house; she had slaves; everything she had was good; she had all good things.

(iv) Are my sisters able to visit me? **(5 marks)**

(v) to carry Psyche's two sisters to her **(5 marks)**

(vi) Any two of the following **(8 marks: 4 + 4):**

- they were jealous of her house; jealous of her slaves; jealous that she had an easier life than them

(vii) Any one of the following: "Are you a happy wife?"; "Who is your husband?" **(4 marks)**

(viii) She has not yet seen him **(3 marks)**

(b) 6 marks

(i) relative clause **(3 marks)**

(ii) verb in the infinitive **(3 marks)**

(c) 4 marks: Opinion **(1 mark)** + any valid reason **(2 marks)** + evidence **(1 mark)**.

Question 21: 30 marks

Candidates will not be penalised for adding in words or translating more succinctly as long as the overall meaning is retained.

- Award full marks per sentence when **at least synonymous** with overall meaning.
- Award 1 mark per word when translation is **at least synonymous**.
- Award partial marks per word when there is **one** minor error. (See Appendix)
- Award 0 marks per word for **more than two** minor errors or **one** major error. (See Appendix)
- Award 0 marks per significant word that has been **omitted** from the translation.

ubi ... tenēbat. **(12 marks)**

quid vīdit? **(2 marks)**

Psȳchē ... cōnspexit, **(8 marks)**

sed ... Veneris. **(8 marks)**

Question 22: 15 marks

Candidates will not be penalised for adding in words or translating more succinctly as long as the overall meaning is retained.

- Award full marks per sentence when **at least synonymous** with overall meaning.
- Award 1 mark per word when translation is **at least synonymous**.
- Award partial marks per word when there is **one** minor error. (See Appendix)
- Award 0 marks per word for **more than two** minor errors or **one** major error. (See Appendix)
- Award 0 marks for significant word that has been **omitted** from the translation.

(a) 4 marks (1 mark for -que)

(b) 4 marks

(c) 7 marks (1 mark for -que)

Question 23: 18 marks (9 x 2 marks)

- (a) C
(b) F
(c) D
(d) B
(e) E
(f) A
(g) (i) Ούρανος (ii) Νυξ (iii) Γαία

- Award partial marks when correct other than these spelling mistakes:
 - (i) no breathing
 - (i), (ii), (ii) incorrect capital
 - (iii) x instead of ξ

Question 24: 17 marks

- Do not award marks if English words for (a) and (b) are not in Sentence A.
 - (a) Correct Greek root for word in sentence A (5 marks)
 - (b) Correct Greek root for word in sentence A (6 marks)
 - Award 2 marks if only one Greek word is correct
 - Award 1 mark if correct and it is same English word from answer (a)
 - (c) Explanation (6 marks)
 - 4 marks for explanation with meaning of both Ancient Greek words
 - 2 marks for meaning of astrology
 - Do not penalise for incomplete/inaccurate definition of astrology.

Question 25: 20 marks (5 x 4 marks)

- 4,
5,
2,
3,
1.

Question 26: 15 marks (5 x 3 marks)

(a) Zeus ruled, (b) wiser, (c) of Apollo and Artemis, (d) on, (e) who.

Question 27: 10 marks (5 x 2 marks)

(a) οί, (b) της οικίας, (c) άρχοντες, (d) κλεπτειν, (e) έφυλασσε.

Question 28: 40 marks

- Candidates will not be penalised for including additional incorrect information
- Candidates may be awarded partial credit for answers that include:
 - Relevant information based on their understanding of individual words/ phrases
 - Relevant information based on their general understanding of the passage

Indicative answers

(a) The slave goes to the Agora. (4 marks)

(b) The master sleeps / does not wake up. (3 marks)

(c) Beside the Acropolis. (2 marks)

(d) An expression of: he has a lot to do and when he hears all of the noise in the Agora he is worried it will be too busy in the Agora for him to get home as quickly as possible (4 marks)

(e) The slave buys (food from the merchant) - fish, bread and olives. (6 marks)

(f) The slave does not have enough money (for the cheese or the meat). (6 marks)

(g) 'Where is the cheese? Why do you not have the cheese?' (4 marks)

(h) The master is not happy and says 'Where is my cheese? You are a bad slave.' (6 marks)

(i) πολυν: accusative, singular, masculine. πολλα: accusative, plural, neuter. (5 marks: 2+2+1)

Question 29: 50 marks

- Candidates will not be penalised for adding in words or translating more succinctly as long as the overall meaning is retained.
- Award full marks per sentence when **at least synonymous** with overall meaning.
- Award 1 mark per word when translation is **at least synonymous**.
- Award partial marks per word when there is **one** minor error. (See Appendix)
- Award 0 marks per word for **more than two** minor errors or **one** major error. (See Appendix)
- Award 0 marks per significant word that has been **omitted** from the translation.

Sentence 1 - ὁ μὲν Ἀχιλλεύς ... ἀνθρώπων. (14 marks)

- 2 marks for μεγιστος, 2 marks for ἀνδρειοτατος

Sentence 2 - μετα τον θανατον ... εἶχε. (9 marks)

- δι' ὀργης εἶχε taken together for 1 mark

Sentence 3 - ὁ Ἀχιλλεύς ... εἶπεν (6 marks)

Sentence 4 - "ὁ Ἐκτωρ ... ἐφιλησα. (6 marks)

Sentence 5 - ἐγω οὖν ... διωξω. (7 marks)

Sentence 6 - χρη ... τιμωρειν." (8 marks)

Question 30: 10 marks

- (a) Achilles and Ajax are telling each other the number on the dice they each rolled. (6 marks)
- (b) Present, Indicative, 1st person, singular (4 marks: 4 x 1 mark)

Appendix: Examples of minor and major errors in translation.

Translation of Ancient Greek into English/Irish

Examples of a 'minor error':

- when translation indicates incomplete understanding of:
 - tense, mood, or subject of verb
 - case or number of a noun
 - adjective agreement or degree (e.g. comparative instead of superlative)
 - number, person or gender of pronoun (e.g. him instead of it)
 - relationship between subject and object of verb
 - translation of dative or genitive case
 - meaning/ definition of word

Example of a 'major error':

- when translation indicates insufficient understanding of:
 - meaning/ definition of word

Translation of Latin into English/Irish.

Examples of a 'minor error':

- when translation indicates incomplete understanding of:
 - tense, mood, or subject of verb
 - case or number of a noun
 - adjective agreement or degree (e.g. comparative instead of superlative)
 - number, person or gender of pronoun (e.g. him instead of it)
 - relationship between subject and object of verb
 - translation of dative, genitive or ablative case
 - meaning/ definition of word

Example of a 'major error':

- when translation indicates insufficient understanding of:
 - meaning/ definition of word

