



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2022

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.

Marking Scheme: Junior Cycle Classics 2022

Question 1: 20 marks (4x5). Five marks each.

Name of god / goddess: Zeus (Greek), Jupiter (Roman)	
god of... Ex. 2	
2 marks	Accept any accurate answer, such as: <ul style="list-style-type: none"> - god of sky/thunder/weather - king of gods/Mt. Olympus
1 mark	Single word, i.e. 'king' or 'gods'
0 mark	Omission or incorrect
Short Note Ex. 3	
3 marks	Three different points, such as: <ul style="list-style-type: none"> - elaboration/expansion of answer for 'god of' - any other role(s) from above list - a family link (e.g. husband of Juno, brother of Poseidon) - a moment from a myth (e.g. killing father, infidelity) - an associated symbol (e.g. eagle, thunderbolt) - commonly depicted as a bearded, older man - an associated festival or sacred site (e.g. Olympics)
2 marks	Two different points or one point that has been expanded upon.
1 mark	A one word but accurate answer
0 mark	Omission or incorrect

Name of god / goddess: Poseidon (Greek), Neptune (Roman)	
god of... Ex. 2	
2 marks	Accept any accurate answer, such as: <ul style="list-style-type: none"> - god of sea (or synonym) /horses/earthquakes
0 mark	Omission or incorrect
Short Note Ex. 3	
3 marks	Three different points, such as: <ul style="list-style-type: none"> - elaboration/expansion of answer for 'god of' - any other role(s) from above list - a family link (e.g. brother of Zeus, father of Polyphemus) - a moment from a myth (e.g. contest with Athena) - an associated symbol (e.g. trident, bull) - commonly depicted as a bearded, older man - an associated festival or sacred site (e.g. Temple at Sounion)
2 marks	Two different points or one point that has been expanded upon.
1 mark	A one word but accurate answer
0 mark	Omission or incorrect

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Name of god / goddess: Aphrodite (Greek), Venus (Roman)	
goddess of... Ex. 2	
2 marks	Accept any accurate answer, such as: - goddess of love/sex/lust/beauty/desire/fertility
0 mark	Omission or incorrect
Short Note Ex. 3	
3 marks	Three different points, such as: - elaboration/expansion of answer for 'goddess of' - any other role(s) from above list - a family link (e.g. mother of Aeneas, wife of Hephaestus) - a moment from a myth (e.g. Judgement of Paris) - commonly depicted as a beautiful nude woman - an associated festival or sacred site (e.g. Cyprus)
2 marks	Two different points or one point that has been expanded upon.
1 mark	A one word but accurate answer
0 mark	Omission or incorrect

Name of god / goddess: Hephaestus (Greek), Vulcan (Roman)	
god of... Ex. 2	
2 marks	Accept any accurate answer, such as: - god of the forge/volcanoes/metalwork - Blacksmith/ weapon-maker for the gods
1 mark	Single word, i.e. 'blacksmith'
0 mark	Omission or incorrect
Short Note Ex. 3	
3 marks	Three different points, such as: - elaboration/expansion of answer for 'god of' - any other role(s) from above list - a family link (e.g. husband of Aphrodite) - a moment from a myth (e.g. made armour for Achilles) - an associated symbol (e.g. anvil) - commonly depicted as limping - an associated festival or sacred site (e.g. Temple in Athenian Agora)
2 marks	Two different points or one point that has been expanded upon.
1 mark	A one word but accurate answer
0 mark	Omission or incorrect

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Question 2: 20 marks (5 x 4). Four marks for each correct match.

Definition: Something unpleasant hanging over you

Expression: **Sword of Damocles**

Definition: A person's weak point

Expression: **Achilles' heel**

Definition: A job that is very difficult

Expression: **Herculean task**

Definition: Something that could lead to trouble

Expression: **Pandora's box**

Definition: If a person has this, everything they do is successful

Expression: **Midas touch**

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| <ul style="list-style-type: none">- Do not accept any attempt to supply a different answer.- Where an answer is repeated accept only the correct version. |
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Question 3: 49 marks.

(a) Where was the Golden Fleece? Ex.5	
5 marks	Colchis on the Black Sea
3 marks	Colchis/ the Black Sea
0 marks	No attempt/incorrect answer

(b) Why did Jason try to retrieve the Golden Fleece? Ex.5	
5 marks	To get his throne back from Pelias/his uncle OR Pelias made a deal to give Jason the throne if he got the Golden Fleece
4 marks	To get back the throne; OR he made a deal with Pelias
3 marks	Because Pelias was trying to kill him; OR to avenge his father
1 mark	It was heroic (or any other valid attempt)
0 marks	No attempt/incorrect answer

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(c) Why do you think Jason chose crew members like Heracles and Orpheus for the dangerous mission? Ex.5	
1 mark for each point, up to a maximum of 5 marks	Indicative points: <ul style="list-style-type: none"> - They were heroes/ had special strengths/talents/abilities - They would be useful/ He needed their help - On the dangerous voyage/ To get the Golden Fleece - Heracles' previous feats (e.g. killing beasts) - Heracles completing the 12 labours - Orpheus could put beasts/the serpent to sleep - He wanted to be like them/ he thought he was like them - He wanted to assemble a crew with a variety of talents
0 marks	No attempt/incorrect answer

(d) What task did Jason have to perform before Aeetes would show him where the Golden Fleece was located? Ex.5	
5 marks	Plough a field with fire-breathing bulls and sow the ground with teeth of a dragon.
3 marks	Plough a field with fire-breathing bulls or sow the ground with teeth of a dragon.
0 marks	No attempt/incorrect answer

(e) Study the image below. What part of the myth do you think is shown? Explain your answer. Ex.5	
5 marks	Full identification and explanation: Identification/Reference to image: <ul style="list-style-type: none"> - Medea (on the left) - Serpent and Golden Fleece (in the middle) - Jason (on the right) Explanation: <ul style="list-style-type: none"> - Medea gives the serpent poison to make the snake fall asleep - Jason grabs the Golden Fleece
3 marks	<ul style="list-style-type: none"> • Full explanation without identification/reference to the image. OR <ul style="list-style-type: none"> • Identifies three of Medea/Jason/ Golden Fleece/serpent OR <ul style="list-style-type: none"> • Identifies two of Medea/Jason/ Golden Fleece/ serpent and gives a partial explanation
2 marks	<ul style="list-style-type: none"> • Identifies two of Medea/Jason/Golden Fleece/serpent OR gives a partial explanation
1 mark	Identifies one of Medea/Jason/Golden Fleece/serpent
0 marks	No attempt/no correct items identified

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<p>(f) Describe a moment from another Greek or Roman myth you have studied where a god / goddess helps or punishes a human character. Ex. 8</p> <p>Candidates must choose a relevant example. Marks will be awarded on a sliding scale depending on how comprehensive the answer is. The best responses will give a full description of the relevant moment, and display knowledge/analysis of that example and the characters involved.</p>	
8 marks	<ul style="list-style-type: none"> • Correctly names god/goddess and the human • Explicitly notes whether it is help or punishment • <u>Detailed description</u> of the relevant moment • Contextualises this moment in its myth <p>Or Shows knowledge/ gives analysis of outcome for characters</p>
5 marks	<ul style="list-style-type: none"> • Correctly names god/goddess or the human • Answer implies that it was either help or punishment • <u>Accurate summary</u> of the relevant moment
3 marks	<ul style="list-style-type: none"> • Correctly names the god/goddess or the human • Shows limited knowledge of relevant moment or myth or outcome for the characters • Does <u>not</u> note whether it is help or punishment
0 mark	Not attempted

<p>(g) Do you think female characters in myths get the credit they deserve when they help male heroes to complete their tasks? You may refer to the myth of Jason and the Golden Fleece and / or other myths in your answer. Ex. 16</p> <p>Candidates must choose a relevant example. Marks will be awarded on a sliding scale depending on how comprehensive the candidate's answer is. The best responses will choose highly relevant myths as examples, display knowledge of the myths and provide analysis of characters and gender roles.</p>	
16 marks	<ul style="list-style-type: none"> • Correctly names hero and female character (mortal or goddess) • Clearly gives opinion about whether female character gets credit (<i>yes, no, undecided</i> are all acceptable if supported properly) • <u>Evaluates and explains</u> why female character is deserving of credit by including: <ul style="list-style-type: none"> ○ At least two examples from relevant myth(s) ○ <u>Very detailed summary</u> of the help given ○ Context for the help given in the wider myth ○ Knowledge of outcome/credit for the female character

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8 marks	<ul style="list-style-type: none"> • Correctly names hero and female character • Clearly gives opinion about whether female character gets credit • Explains why female character is deserving of credit by including: <ul style="list-style-type: none"> ○ At least one example from a relevant myth ○ <u>Accurate and detailed account</u> of the help given ○ Context for the help given in the wider myth ○ Or Knowledge of outcome/credit for the female character <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ○ At least two examples from relevant myth(s) ○ <u>Accurate outline</u> of the help given ○ Context for the help given in the wider myth ○ Or Knowledge of outcome/credit for the female character
7 marks	<ul style="list-style-type: none"> • Gives a coherent but generalised explanation about gender roles in mythology/ancient Greek society without examples from specific myths
5 marks	<ul style="list-style-type: none"> • Correctly identifies either the hero or female • Does not address whether the female gets credit • <u>Accurate outline</u> of a relevant myth where help is given <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Implies whether the female is given credit • Does not recount a myth in any detail
3 marks	<ul style="list-style-type: none"> • Correctly identifies either hero or female • Mentions a myth where help is given or addresses whether the female is given credit with <u>partial accuracy</u>
0 mark	<ul style="list-style-type: none"> • Not attempted

Question 4: 15 marks (3 x 5). Five marks each.

Using one of the images below, describe three differences between a typical house in ancient Athens (A) or Rome (B) and a home in Ireland today.

Difference Ex. 5	
5 marks	<ul style="list-style-type: none"> • Clearly stated fact about a Roman or Greek house, using <u>terms</u> in English/ Irish, Latin or Greek • Comparison made to a modern home • Includes description/ extra detail to support either the fact about Roman/ Greek house or the comparison to a modern home
3 marks	<ul style="list-style-type: none"> • Discusses ancient housing generally or a makes a very rudimentary point. • Comparison made to a modern home <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Clearly stated fact about a Roman or Greek house, using <u>terms</u> in English/ Irish, Latin or Greek • Includes description/ extra detail about the Roman/ Greek house fact. • No modern comparison

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2 marks	<ul style="list-style-type: none"> • Statement about a Roman or Greek house, using <u>terms</u> in English/Irish, Latin or Greek with minor errors • No modern comparison <p>OR</p> <ul style="list-style-type: none"> • Statement about modern house but no reference to specific points related to ancient housing
0 marks	Not attempted / factually incorrect attempt

Question 5: 15 marks (5x3). Three marks each question.

(a) What evidence in Extract A suggests that the crowd was excited at the start of the chariot race? Ex.3	
3 marks	<ul style="list-style-type: none"> • Summary/citation of text related to crowd excitement • Only one piece of evidence required
1 mark	<ul style="list-style-type: none"> • Engages with premise that crowd was excited but does not take evidence from text, instead relying on prior knowledge
0 marks	<ul style="list-style-type: none"> • Says there is no evidence/ not attempted

(b) What causes the crash between the two chariots in Extract B? Ex. 3	
3 marks	Any summary/citation with <u>five</u> of these points: <ul style="list-style-type: none"> • With <u>confidence</u>, one <u>charioteer (Durius)</u>, while <u>trying to block</u> his <u>rival (Atlas)</u>, <u>hits the other chariot</u> and <u>overturned it</u>.
1 marks	Any summary/citation with at least <u>three</u> of the points.
0 marks	Not attempted

(c) How does the driver Atlas react to the crash in Extract B? Ex. 3	
3 marks	Any summary/citation with all <u>five</u> of these points <ul style="list-style-type: none"> • <u>He says (to Durius) "Where are you rushing? Or what crazy kind of racing is this? You're trying to kill me and my horses together."</u> <p>OR</p> Analysis (e.g. he gets angry) and any <u>three</u> of the points
1 marks	At least two of the above points or analysis
0 marks	Not attempted

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(d) Do you think the driver shown in image C would be well protected if there was a collision? Explain your answer. Ex.3	
3 marks	<ul style="list-style-type: none"> • Answers clearly yes or no • Gives at least two reasons with reference to evidence from the image <p>Or</p> <ul style="list-style-type: none"> • Gives at least two pieces of evidence from prior knowledge <p>Or</p> <ul style="list-style-type: none"> • Gives a combination of evidence from image and prior knowledge
1 mark	<ul style="list-style-type: none"> • Answers clearly yes or no • Gives at least one reason from the image or from prior knowledge
0 marks	Not attempted / no explanation given

(e) Image D shows the Circus Maximus, the largest chariot-racing track in Rome. What do you think the area indicated by the red arrow was used for? Ex. 3	
3 marks	<ul style="list-style-type: none"> • Correct Identification: Seating area / spectator seats
0 marks	Incorrect identification/ not attempted

Question 6: 40 marks.

Candidates must choose a relevant example. Marks will be awarded on a sliding scale depending on how comprehensive the answer is. Candidates may describe any type of public event from the ancient Greece or Rome (e.g. Olympic games, gladiatorial games, a religious festival, theatrical performance, triumphal procession.)

The best responses will avoid generic descriptions (e.g. the crowd was very large and everyone enjoyed it), and will instead provide specific details about the event, its setting, and the attendant/spectator experience. The best responses will have several developed points presented in a coherent narrative that shows a depth and/or breadth of knowledge related to the chosen event.

Indicative Content

- The purpose of the event, its importance in society
- The location, setting, frequency/ time of year
- The type of venue, its features
- A description of the participants
- A description of the action of the event
- A description of the attendants/ spectators
- The nature of the prizes/awards (if relevant)
- Reference to relevant primary source material (e.g. Panathenaic prize amphorae, Olympic statues, amphitheatres, theatres, temples, triumphal arches, written texts.)

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Write an account of what it would be like to attend a public event (other than a chariot race) in ancient Greece or Rome. Ex.40	
31-40 marks	<ul style="list-style-type: none"> • Clearly identifies the event • Correctly locates it in a venue in Greece /Rome • Very detailed description of attending the event • Avoids generic detail and provides detail specific to the particular event they have chosen. • Includes at least five <u>developed</u> points
21-30 marks	<ul style="list-style-type: none"> • Clearly identifies the event • Correctly locates it in a venue or in Greece/ Rome • Detailed description/ engages with idea of attending the event • Avoids generic detail and provides detail specific to the particular event they have chosen. • Includes at least five factually accurate points or three <u>developed</u> points
11-20 marks	<ul style="list-style-type: none"> • Clearly identifies the event • Correctly locates it in a venue or in Greece/ Rome • Makes some reference to experience of attending the event • Provides detail specific to the particular event they have chosen, but includes some general details. • Includes at least three factually accurate points
0-10 marks	<ul style="list-style-type: none"> • Clearly identifies the event being chosen • Relies mostly on general statements, but provides some detail specific to the particular event they have chosen. • Includes at least two factually accurate points

Question 7: 6 marks (2x3). Three marks per question.

Image A shows a recently excavated *thermopolium* (small pub / restaurant) in Pompeii. Image B is an artist's reconstruction of a similar small restaurant. You should use both images to help you answer the questions.

(a) Why do you think the paintings on the bar counter in image A show birds like ducks and chickens? Ex.3	
3 marks	<ul style="list-style-type: none"> • An answer that connects the paintings with the function of the space being a <i>thermopolium</i> / public restaurant (e.g. meat from chickens and ducks was served there/ to be a pleasant decoration/ showing local animals / they ate them.)
0 marks	Not attempted / answer not related to function of the space.

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(b) What do you think the holes in the bar counter were used for? Ex.3	
3 marks	<ul style="list-style-type: none"> An answer that engages with what they may have been used for <u>References</u> at least one detail from either image Or has relevant citing of prior knowledge/ modern comparison
1 mark	<ul style="list-style-type: none"> An answer that engages with what they may have been used for (e.g. 'for food/storage').
0 marks	Not attempted

Question 8: 15 marks.

(a) What was life like for the slaves described in the passage? Ex.3	
3 marks	<ul style="list-style-type: none"> An understanding that life was bad Summary or citation of passage, including at least <u>three</u> of these points: <ul style="list-style-type: none"> '<u>wear out their bodies</u> both <u>by day and by night</u> '<u>digging under the earth</u>' <u>die 'in large numbers</u> because of the exceptional <u>hardships</u> they endure' 'forced beneath the <u>blows</u> of the overseers to endure the <u>harshness</u> of their plight'.
1 mark	<ul style="list-style-type: none"> An explanation about why life was bad <p>Or Summary or citation of <u>two</u> of the above points:</p>
0 marks	Not attempted

(b) Were all slaves in the ancient world treated like the mining slaves described in the passage? Explain your answer. Ex.12	
12 marks	<ul style="list-style-type: none"> Displays clear understanding that treatment of slaves varied widely Supports opinion with at least two examples of treatment References at least two other types of slave (e.g. household slaves, <i>paedagogus</i>, or the helots in Sparta)
8 marks	<ul style="list-style-type: none"> Displays clear understanding that treatment of slaves varied widely Supports opinion with at least one example of treatment References at least one other type of slave
5 marks	<ul style="list-style-type: none"> Opinion not clearly stated but engages to some extent with question Gives one example of treatment of at least one other type of slave
3 marks	<ul style="list-style-type: none"> Gives one example of treatment of one other type of slave with <u>minor inaccuracies</u> <p>Or Briefly mentions one other type of slave / point related to slavery</p>
0 marks	Not attempted / no explanation

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Section B: World of Achilles, Rome (180 Marks)

Question 9: 24 marks (4 x 6). Six marks for each correct match.

Description: One of the Myrmidons and the closest friend of Achilles. He is killed by Hector.

Name of character: **Patroclus**

Description: Queen of Troy. She is the mother of Hector and wife of Priam.

Name of character: **Hecabe**

Description: She is a sea-nymph and mother of Achilles.

Name of character: **Thetis**

Description: King of Mycenae and leader of the Greeks. He is the brother of Menelaus.

Name of character: **Agamemnon**

- Do not accept any attempt to supply a different answer.
- Where an answer is repeated, accept the correct version.

Question 10: 33 marks

(a) From your study of the <i>Iliad</i> does it surprise you that Priam sneaks into the Greek camp to meet Achilles? Explain your answer. Ex.8	
8 marks	<ul style="list-style-type: none"> • Clear statement of opinion or yes/ no • Statement <u>strongly</u> supported by any valid reason from text <ul style="list-style-type: none"> ○ (e.g. no, because he was desperate to get his son's body back; yes, because it was so dangerous to cross into the enemy camp.) • Demonstrates an understanding of at least one character <p>Or Shows knowledge of how scene relates to story of <i>Iliad</i>/Trojan War</p>
5 marks	<ul style="list-style-type: none"> • At least implicit statement of opinion • Statement somewhat supported by any valid reason from text • Demonstrates an understanding of at least one character <p>Or Shows knowledge of how scene relates to story of <i>Iliad</i>/Trojan War</p>
3 marks	<ul style="list-style-type: none"> • At least implicit statement of opinion • Demonstrates an understanding of at least one character <p>Or Shows knowledge of how scene relates to story of <i>Iliad</i>/Trojan War</p>
0 marks	<ul style="list-style-type: none"> • Not attempted / no explanation
(b) What does Priam want from Achilles? Ex. 5	
5 marks	<ul style="list-style-type: none"> • The body of his son/Hector
0 marks	Not attempted / incorrect

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(c) Does image A match the description in the passage? Explain your answer. Ex. 5	
5 marks	<ul style="list-style-type: none"> • Clear opinion as to whether they match • Reference to information in both passage and image. • Identifies Priam or Achilles with detail from image (e.g. Priam is kneeling in the centre) • At least two detailed links between image and passage <ul style="list-style-type: none"> ○ (e.g. Priam kisses Achilles' hand, it looks like he is begging him)
3 marks	<ul style="list-style-type: none"> • Clear opinion as to whether they match • Reference to information in either passage or image. • Identifies Priam or Achilles • At least one valid link between image and passage
0 marks	Not attempted/ no explanation

(d) Chose another dramatic speech or scene that you have studied from the <i>Iliad</i> and explain why it is, in your view, dramatic. Ex. 15	
Candidates must choose a relevant example. Marks will be awarded on a sliding scale depending on how comprehensive the candidate's answer is. The best responses will summarise the relevant example in detail and provide analysis of its dramatic elements.	
11-15 marks	<ul style="list-style-type: none"> • Clearly identifies an appropriate speech/scene • Accurately names characters involved • Thoroughly explains how speech/scene is dramatic • Coherently discusses at least two points to support explanation • Very detailed recounting/summary of content • Shows knowledge of how the speech/scene fits the overall narrative
6-10 marks	<ul style="list-style-type: none"> • Clearly identifies an appropriate speech/scene • Accurately names characters involved • Explains how speech/scene is dramatic • Coherently discusses at least one point to support explanation • Detailed recounting/summary of content
3-5 marks	<ul style="list-style-type: none"> • Identifies an appropriate speech/scene • Accurately names at least one character involved • Notes how it is dramatic • Some attempt to discuss at least one point to support explanation • Accurately recounts/summarises content
0-2 marks	<ul style="list-style-type: none"> • (Vaguely) Identifies a somewhat appropriate speech/scene.

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Question 11: 27 marks.

(a) What happens when Paris throws his spear at Menelaus? Ex.4	
4 marks	<ul style="list-style-type: none"> • It hits the shield of Menelaus.
0 marks	Answer incorrect or drawn from elsewhere in the passage/not attempted

(b) Outline how the depiction of combat in this passage is typical of the way combat is depicted in the <i>Iliad</i> . Ex. 8	
8 marks	<p>Two of the types of points below, in any combination:</p> <ul style="list-style-type: none"> • One detailed observation related to content/action of the passage. (e.g. They throw spears at each other in a duel, use swords when they no longer have their spears, and wear helmets with horse-hair plumes.) • One valid observation related to literary style (e.g. very descriptive language, common epithets, divine intervention by Aphrodite) <p>AND</p> <ul style="list-style-type: none"> • Supports point with reference to another combat moment in Homer's <i>Iliad</i> or by adding detail/development.
5 marks	One specific point related to either content/action or literary style
3 marks	<ul style="list-style-type: none"> • Very cursory observation (e.g. they use spears)
0 marks	Not attempted

(c) From your study of the <i>Iliad</i> , how did Paris wrong Menelaus? Ex. 5	
5 marks	<ul style="list-style-type: none"> • One detailed and accurate observation (e.g. has taken his wife, Helen to Troy; seduced his wife, Helen; abused his hospitality by running away with his wife, Helen)
3 marks	<ul style="list-style-type: none"> • One accurate observation (e.g. he seduced his wife; took Helen)
0 marks	Not attempted

(d) Do you think image A matches Homer's description of the weapons and armour in the passage above? Explain your answer with reference to the passage. Ex. 10	
10 marks	<ul style="list-style-type: none"> • Clear opinion as to whether they match • Reference to information in both passage and image. • Three detailed observations to support opinion. <ul style="list-style-type: none"> ○ (e.g. yes: spears have sharp/strong tips, solid/bright shields, helmets with plumes and chin-straps, greaves on lower legs) ○ (e.g. no: no swords in image, can't see circle/boss of shield).

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8 marks	<ul style="list-style-type: none">• Clear opinion as to whether they match• Reference to both passage and image• Two detailed observations
5 marks	<ul style="list-style-type: none">• Clear opinion as to whether they match• Reference to passage or image• One valid observation to support opinion
3 marks	<ul style="list-style-type: none">• Clear opinion as to whether they match• Limited, confused or no attempt to explain / support opinion
0 marks	<ul style="list-style-type: none">• Not attempted / no explanation

Question 12: 20 marks.

Candidates must choose a relevant example. Marks will be awarded on a sliding scale depending on how comprehensive the answer is. Candidates need to display knowledge of the impressive/innovative skills and techniques related to designing and building Roman structures. The best responses will avoid generic descriptions (e.g. the Romans built massive buildings) and will instead provide specific details about the particulars related to architecture/engineering/construction of **at least two** structures/buildings.

In each case the examples chosen should illustrate a relevant point about the impressive/innovative skills and techniques used by the Romans. When information across different examples overlaps, it should serve to develop a larger point about architecture/engineering/construction, rather than repeat the same information.

Indicative Content

- The invention of new materials and techniques (e.g. concrete, the arch)
- Improvement of building technology (e.g. pulleys, levers, cranes)
- The Romans were capable of building on a huge scale by the standards of the time (e.g. Hadrian's Wall, Pantheon, Colosseum, long-range aqueduct systems).
- They were very sophisticated engineers (e.g. multi-storey, buttressing, hydraulics engineering central heating).
- The durability of so many Roman buildings/monuments/structures still today
- Their buildings were beautiful and decorated in addition to being functional.

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Do you agree with the view that the Romans were brilliant builders and engineers? Explain your answer. You may refer to the structures in images A and B and to other buildings /structures you have studied. Ex. 20	
16-20 marks	<ul style="list-style-type: none"> • Explicitly gives an opinion • Engages with concept of ‘innovative/impressive’ skills/techniques • Discusses ‘brilliance’ of Roman architecture, engineering or construction • Supports discussion with relevant details from at least two correctly named buildings/structures • Coherently illustrates at least two relevant points about building/engineering skills/techniques from chosen examples • Uses correct terms (as applicable)
11-15 marks	<ul style="list-style-type: none"> • Explicitly gives an opinion • Engages with concept of ‘innovative/impressive’ skills/techniques Or Discusses ‘brilliance’ of Roman architecture, engineering or construction • Supports discussion with relevant details from at least one correctly named buildings/structures • Coherently illustrates at least one relevant point about building/engineering skills/techniques from chosen example • Uses correct terms (as applicable)
6-10 marks	<ul style="list-style-type: none"> • Opinion is at least implied • Engages with concept of ‘innovative/impressive’ skills/techniques Or Discusses ‘brilliance’ of Roman architecture, engineering or construction • Supports discussion with some details from at least one correctly named building/structure • Reasonably illustrates one relevant point about building/engineering skills/techniques from chosen example
0-5marks	<ul style="list-style-type: none"> • Engages with concept of ‘innovative/impressive’ skills/techniques Or Discusses ‘brilliance’ of Roman architecture, engineering or construction • Mentions one building/structure with reasonable/partial accuracy

Question 13: 2 marks.

The Romans usually wore wooden shoes (clogs) like the ones shown in the image below when in the baths. Why do you think they wore shoes like this rather than going barefoot? Ex. 2	
2 marks	<ul style="list-style-type: none"> • An answer with reference to floor being hot or the use of underfloor heating in Roman Baths.
1 mark	<ul style="list-style-type: none"> • An answer with accurate explanation that shows understanding of typical bathing experience in Roman Baths.
0 marks	Not attempted / not related to Baths.

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Question 14: 10 marks (2x5). Five marks each.

Study the image below. It is a photograph of the General Post Office building in Dublin. Name and describe two features of classical architecture that you can see in the building. Ex. 5	
5 marks	<ul style="list-style-type: none"> • Correctly identified feature • Detailed description/definition of the feature
4 marks	<ul style="list-style-type: none"> • Correctly identified feature • Brief or generic description/definition of the feature
2 marks	<ul style="list-style-type: none"> • Correctly identified feature
0 marks	Not attempted

- Do not accept any attempt to supply answer that is not visible in photograph.

Examples of architectural features and indicative descriptions/definitions
<u>Acanthus/ Palmettes</u> – carvings decorating the frieze that look like flowers.
<u>Acroterion</u> –sculptures on top of the roof/pediment.
<u>Arch</u> - a curved structure used for support / acts as an opening in a wall.
<u>Architrave</u> – the lintel/horizontal space above the columns, usually left undecorated.
<u>Capital</u> – the top of a column, acts as decoration, can be Ionic, Doric, Corinthian.
<u>Columns/pillars</u> – vertical supports/posts bearing the weight of the building, with bases on the bottom and capitals on top.
<u>Cornice</u> – The upper part of the entablature or the framing detail on the pediment.
<u>Dentils</u> – small block/tooth-like carving details that decorate the cornice.
<u>Entablature</u> – the structure above the columns, made up of the architrave, frieze, cornice. It supports the pediment.
<u>Fluting</u> – vertical carvings on a column that decorate it to make it seem rounder/taller/slender.
<u>Frieze</u> – a horizontal space in the entablature, above the architrave/columns. It is a space used for sculptures.
<u>Ionic Capital</u> – Top of the column decorated with volutes (like scrolls/ram’s horn)
<u>Ionic Order</u> – A style of classical temples/architecture that has columns with Ionic capitals, simple bases and a continuously decorated frieze.
<u>Pediment</u> – The triangular space above the entablature. It supports the roof, acts as the gable end of the roof.
<u>Portico</u> - An external porch/covered walkway/entrance supported by columns.
<u>Statues</u> – A decorative work of art, carved out of stone.

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Question 15. 24 marks (4 x 6). Six marks for each correct match.

From the following list, write the term in the space beside its correct definition. Use each term once only.	
A type of column	Doric
An external porch	Portico
A semi-circular roof	Dome
A curved structure used for support	Arch

- Do not accept any attempt to supply own answer

Question 16: 40 marks.

Candidates must choose a relevant example. Marks will be awarded on a sliding scale depending on how comprehensive the answer is. Candidates need to display knowledge about an ancient Roman building/structure. The focus of this description should relate primarily to its physical appearance, use, structure, architecture, and decoration, but credit will be given for relevant historical information. Candidates should present this information in a clear manner, in the form of a well-organised description and clear diagram. The best responses will avoid generic descriptions, and instead include several specific details, terms and definitions. The best responses will include a diagram, with clear labels related to the information included in the description. Candidates will be evaluated based on the combined quality of the information displayed in the written description and the diagram.

As stated in the instructions, the building/structure needs to fulfil this criteria:

- Have one of the features from Question 15 (Doric column, Portico, Dome, Arch)
- Not appear in Section B (no general Aqueduct or hypocaust)

Indicative Content

- Name of structure
- Patron and date it was built
- Primary use and reason it was built
- Layout or plan of space
- Architectural Terms
- Materials used to build it
- Decorative elements
- Engineering Techniques

Marking Scheme: Junior Cycle Classics 2022

Describe an ancient Roman building / structure that you have studied that uses one of the features listed in question 15. You may not use a building / structure that appears in this section of the paper. You should use a labelled diagram as part of your answer. **Ex. 40**

Maximum of 15 marks if column/dome/portico/arch do not feature

31-40 marks	<ul style="list-style-type: none"> • Building or structure named • Explanation of use/purpose of building/structure • <u>Very detailed</u> description of at least three architectural features OR two architectural features and one relevant historic point • Uses correct terminology • Includes a clear and accurately presented diagram • Includes diagram labels
21-30 marks	<ul style="list-style-type: none"> • Building or structure named • Explanation of use/purpose of building/structure • <u>Detailed</u> description of at least three architectural features OR two architectural features and one relevant historic point • Uses correct terminology • Includes a clear and accurately presented diagram • Includes diagram labels
11-20 marks	<ul style="list-style-type: none"> • Building or structure named • Mention of use/purpose of building/structure • <u>Detailed</u> description of at least two architectural features OR one architectural feature and one relevant historic point • Includes a clear, mostly accurate diagram • Includes diagram labels
1-10 marks	<ul style="list-style-type: none"> • Building or structure named • Mentions use/purpose or historic detail of building/structure • Reasonable description of at least one architectural feature • Includes a (labelled) diagram
0 marks	<ul style="list-style-type: none"> • Answers on a building/structure that is not from ancient Rome • Answers on aqueducts in general (shown in this section of paper) • Not attempted

Marking Scheme: Junior Cycle Classics 2022

Section C: Classical Language, Latin (180 Marks)

Question 17: 16 Marks (4 x 4). Four marks each.

- (a) something which happens yearly
- (b) actors in a theatre
- (c) arriving on land
- (d) how luck favours brave people

Question 18: 8 Marks (4 x 2)

- (a) to write into/onto: inscribe (2 marks)
to write about: describe (2 marks)

- (b) Relevant English derivative 1 (2 marks)
Relevant English derivative 2 (2 marks)

- Latin words are not marked, but instead used to verify if English word is correct derivation.

Question 19: 20 Marks (5 x 4). Four marks each.

- 5, 4, 1, 2, 3

Question 20: 20 Marks (5 x 4). Four marks each.

- (a) duxit
- (b) captivos
- (c) hostium
- (d) fortes
- (e) defendere

Question 21: 20 Marks (5 x 4).

- Four marks for each fully correct answer.
 - (a) three heads of the dog
 - (b) more beautiful than the other goddesses
 - (c) whom the gladiators were pleasing
 - (d) the citizens hurried happily
 - (e) bread and money to the clients
- Two marks for each partially correct answer.
 - (a) the heads of the three dogs
 - (b) more beautiful than the other gods
 - (c) whom the gladiators are pleasing
 - (d) the happy citizens hurried
 - (e) bread and money to the client

Marking Scheme: Junior Cycle Classics 2022

Question 22: 40 Marks (10 x 4). Four marks each.

- 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) In Africa / near the sea
- (b) **Any two of these points**
 - to fish; to swim; to sail; to have contests
- (c) The boy who swims farthest from the land.
- (d) **Any one of these points:**
 - He was braver; a dolphin appeared to him.
- (e) The dolphin began to swim in front of the boy.
- (f) The dolphin carried the boy to the shore.
- (g) **Any one of these points:**
 - They wanted to see the animal; rumour spread about the dolphin.
- (h) He fled with the others.
- (i) The dolphin was inviting the boy into the water.
- (j) They entered the water **and** played with the dolphin.

Question 23 (a): 8 Marks (4 x 2). Two marks each.

- (a) ablative
- (b) perfect
- (c) placed strings across the tortoise shell
- (d) superlative adjective

Question 23 (b): 30 Marks

- Candidates will not be penalised for adding in words or translating more succinctly as long as the overall meaning is retained.
 - Phoebus...spectabat. **(4 marks)**
 - in... servavit. **(6 marks)**
 - Mercurius... volavit; **(8 marks)**
 - dixit... pulcherrima! **(3 marks)**
 - Apollo... dabo." **(9 marks)**
- Award full marks per sentence when **at least synonymous** with overall meaning.
- Award marks per word when translation is **at least synonymous**.
- Award partial marks per word when there is **one** minor error.
- Award 0 marks per word for **more than two** minor errors or **one** major error.
- Award 0 marks per significant word that has been **omitted** from the translation.
- See Appendix A for examples of minor and major errors.

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Question 24 (18 Marks)

- Candidates will not be penalised for adding in words or translating more succinctly as long as the overall meaning is retained.
- Marks are allocated for each question as follows:
 - (a) bene lava **(2 marks)**
 - (b) XIII Kalendas Maias panem feci **(3 marks)**
 - (c) hospitium hic locatur, triclinium cum tribus lectis **(6 marks)**
 - (d) at pater infelix, nec iam pater 'icare' dixit, 'icare' dixit, 'ubi es?' **(7 marks)**
- Award full marks per sentence when **at least synonymous** with overall meaning.
- Award marks per word/phrase when translation is **at least synonymous**.
- Award partial marks per word/phrase when there is **one** minor error.
- Award 0 marks per word/phrase for **more than two** minor errors or **one** major error.
- Award 0 marks per significant word/phrase that has been **omitted** from the translation.
- See Appendix A for examples of minor and major errors.

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Section D: Ancient Greek (180 Marks)

Question 25: 12 marks (6x2). Two marks each.

- (a) Ἀπολλων
- (b) Ἄρης
- (c) Ἄρτεμις
- (d) Ἥρη
- (e) Ἑρμης
- (f) Ἔστια

Question 26: 19 marks

- Ancient Greek words are not marked, only used to verify if English word is correct derivation

(a) Relevant English derivative (3 marks)

(b) Relevant English derivative (4 marks)

(c) Relevant English derivative (4 marks)

- Award 2 marks if word is not derived from a combination of an Ancient Greek number **and** an Ancient Greek word.

(d) Relevant English derivative (3 marks)

Explanation (5 marks)

- 3 marks for meaning of Ancient Greek word
- 2 marks for connection to meaning of English word
- Do not penalise for incomplete/inaccurate definition of English word.
- Award maximum of 2 marks if Ancient Greek word is in Box 1.

Question 27: 20 marks (5x4). Four marks each.

2, 4, 5, 3, 1

Question 28: 15 marks (5x3). Three marks each.

- (a) σοφος
- (b) τη Ἀγορα
- (c) τας
- (d) ἀνδρειως
- (e) ἠθελον

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Question 29: 15 marks (5x3). Three marks each.

- (a) I am
- (b) you helped
- (c) dative case
- (d) nominative case
- (e) with my weapons

Question 30: 16 marks (4x4). Four marks each.

3(given), 1, 4, 5, 2

Question 31: 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) Children; training soldiers from a young age. **(3 marks)**
- (b) We will have the best soldiers in Greece. **(7 marks)**
- (c) Fathers and mothers. **(4 marks)**
- (d) Young men of Sparta. **(4 marks)**
- (e) Any two of these points (14 marks)
 - The boys didn't have sandals; every boy had only one cloak; they learnt many useful things in the countryside; there wasn't much food; they had to take and steal food; they had to survive harsh conditions.
- (f) Any one of these points (8 marks)
 - The Spartan soldiers weren't afraid of danger or death; the harsh training conditions prepared them to deal with the dangers of war and death.

Question 32: 43 marks.

- Candidates will not be penalised for adding in words or translating more succinctly as long as the overall meaning is retained. See Appendix A for examples of minor and major errors.
 - Sentence 1 - οἱ παῖδες... μετεχουσιν. **(7 marks)**
 - Sentence 2 - ἐν... βωμου. **(9 marks)**
 - Sentence 3 - ἐπει...ἐτυψαν. **(10 marks)**
 - Sentence 4 - ὁ μὲν... μεγιστον. **(8 marks)**
 - Sentence 5 - παντες... θαυμαζουσιν. **(9 marks)**
- Award full marks per sentence when **at least synonymous** with overall meaning.
- Award marks per word when translation is **at least synonymous**.
- Award partial marks per word when there is **one** minor error.
- Award 0 marks per word for **more than two** minor errors or **one** major error.
- Award 0 marks for per significant word that has been **omitted** from the translation.

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Appendix A: 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 and ablative cases
 - meaning/definition of word

Example of a 'major error':

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