



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2025

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.

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Marking Scheme

Section A

Myth and Daily Life

180 marks

General Information: 0 marks if an answer is not attempted or not valid according to marking scheme.

Question 1: 30 marks

(a) Complete the following table by filling in the name of the hero in each of the above images.

10 marks: 4+3+2+1 (1st correct answer gets 4 marks)

1. Perseus
2. Aeneas
3. Hercules
4. Jason / Medea

(b) Choose **one** image from part (a), and list **three** details from the image which helped you identify the hero. **8 marks: 3+3+2** (any valid detail)

(c) Choose a myth about a hero you have studied, and describe the role of **any** female character in that myth. You may choose a myth about a hero shown in Images 1-4.

12 marks: banded

- Role = part played in story, actions taken, more than description of the character

12 marks: full description of role, detailed information, must name character

9 marks: partial description of role, mostly general information, must name character

6 marks: tells the story, reference to role, reference to character (e.g. princess of Crete)

4 marks: very basic description (role /character); not a hero myth but role described well

2 marks: only gives name of myth or of female character

Question 2: 30 marks

(a) Read the following statements about the passage. Place a tick in the box to indicate whether each statement is true **or** false.

10 marks: 2 marks each

- (i) **False**
- (ii) **False**
- (iii) **True**
- (iv) **False**
- (v) **True**

(b) Identify **two** actions taken by Romulus **or** Remus in the passage above, and explain why each action was taken.

8 marks: 4 marks each action

4 marks: valid action and detailed explanation

2 marks: valid action and some explanation

1 mark: valid action only named

(c) Based on this version of the myth of Romulus and Remus, what are **two** values which you think were important to the Romans? Explain your answer.

12 marks: 6 marks each value

6 marks: valid value and detailed explanation

3 marks: valid value and some explanation

1 mark: valid value only named

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Question 3: 30 marks

- (a) Give **two** differences between the versions of the myth in Text A and Text B.

5 marks: 3+2 (any valid difference)

- (b) Which version of the myth do you prefer, Text A **or** Text B? Explain your answer by analysing details from **both** texts.

15 marks: banded

15 marks: very good explanation of preference, developed analysis using details from **both** texts

12 marks: very good explanation of preference, some analysis using details from **both** texts

9 marks: good explanation of preference, some analysis, details from **one** text

5 marks: very basic statement or explanation of preference

- (c) Explain why there are different versions of ancient Greek / Roman myths.

10 marks: banded

10 marks: very good explanation, detailed information

7 marks: good explanation, mostly general information

4 marks: basic explanation

2 marks: very basic explanation

Question 4: 30 marks

- (a) What can we learn about diet and dining in ancient Greece and Rome from these images?
In your answer refer to **at least one** detail from each image.

15 marks: 5 marks each image

5 marks: very good point, using specific detail in image

3 marks: good point, general reference to image

1 mark: very basic point

- (b) Do young people today experience food in the same way as young people did in ancient Greece **or** Rome? Give reasons for your answer, including specific details.

15 marks: banded

15 marks: developed points, supported by very detailed evidence, good examples

12 marks: good points, supported by some detailed evidence

9 marks: explanation of at least one good point **or** states several brief points, specific evidence

6 marks: partial explanation, generic evidence, comparison lacking

3 marks: very basic statement, no reasons

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Question 5: 32 marks

Choose **one** person from List A **and** choose **one** person from List B.

Give **four** pieces of information about each person's experience in society. You should include specific details about topics, such as: daily routine, home life, social status, and occupation.

32 marks: 16 marks (4x4) for each person

4 marks: for each detailed point

2 marks: for each valid point

Question 6: 28 marks

- (a) In your opinion, what was the strangest custom or practice of people living in ancient Greece **or** Rome? Give reasons for your answer.

14 marks: banded

14 marks: developed points about the strangeness of a custom or practice, supported by very specific/ detailed evidence

12 marks: good points about strangeness of a custom or practice, supported by some specific/ detailed evidence

9 marks: discussion of the strangeness of a custom or practice, generic evidence

6 marks: engagement with questions, attempt at explanation

3 marks: very basic statement about a custom or practice, no reasons

- (b) How has learning about ancient Greece and Rome helped you to understand the world we live in today? In your answer, you may discuss your study of myth **and/ or** daily life.

14 marks: banded

14 marks: developed points, supported by very specific/ detailed evidence

12 marks: good points, supported by some specific/ detailed evidence

9 marks: explanation of one good point, generic evidence

6 marks: engagement with questions, attempt at explanation

3 marks: very basic statement

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Section B

World of Achilles, Rome

180 marks

Question 7: 30 marks

(a) Identify the types of building in Images 1-3 by writing the number of each image in the table below.

5 marks: 2+2+1 (1st correct answer gets 2 marks)

Building:	Amphitheatre	Temple	Thermae
Image Number:	3.	2.	1.

(b) Choose one image from part (a), and describe three architectural features in the image.

15 marks: 5 marks (2+3) for each feature

Name: 2 marks

Description:

3 marks: good description of feature

1 marks: very basic description of feature

(c) Explain the function of **any two** ancient Roman buildings, structures or public spaces which you have studied.

10 marks: 5 marks (1+4) for each building function

Name: 1 mark

Function:

4 marks: good explanation of function

2 marks: very basic explanation of function

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Question 8: 30 marks

Imagine that you are attending an event or participating in an activity at a public location in ancient Rome, and answer the questions below.

- (a) Describe the event / activity, including details about the points below.
You may support your answer with a diagram in the space on the next page.

- who is present
- what is happening
- your personal experience of attending or participating
- layout of the building, structure or public space where it takes place.

22 marks: 1+1+20

Event name: 1 mark

Building name: 1 mark

Description: 20 marks banded

20 marks: very detailed description, all **four** points addressed

15 marks: detailed description, at least **three** points addressed well

10 marks: mostly general description or **two** detailed points

5 marks: very basic description

- (b) Explain why the event / activity in part (a) takes place in this specific building, structure or public space.

8 marks: banded

8 marks: very good explanation

5 marks: good explanation

2 marks: very basic statement or explanation

Question 9: 30 marks

- (a) Why did Romans include works of art, like the sculpture shown in Image A, when they commissioned buildings, structures or public spaces? Explain your answer, referring to **at least one** example you have studied.

15 marks: banded

15 marks: developed points, supported by very specific/ detailed evidence, refers to art/architecture of an example

12 marks: good points, supported by some specific/ detailed evidence, refers to art/architecture of an example

9 marks: explanation of one point, generic evidence, refers to an example

5 marks: very basic statement, no reasons

- (b) In your opinion, is art / architecture useful as an historical source? Give reasons for your answer with evidence from **at least one** building, structure or public space you have studied.

15 marks: banded

15 marks: developed points, supported by very specific/ detailed evidence, refers to an example

12 marks: good points, supported by some specific/ detailed evidence, refers to an example

9 marks: explanation of one point, generic evidence, refers to an example

5 marks: very basic statement, no reasons

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Question 10: 30 marks

- (a) Describe in detail the results of Apollo's action in Text A.

10 marks: banded

10 marks: very good description, detailed information

7 marks: good description, mostly general information, reliant on quotes, fully accurate

4 marks: some accurate information **or** only quotes from text instead of describing in own words

2 marks: very basic point

- (b) Do you think that the gods / goddesses are responsible for the suffering in the *Iliad*? Explain your answer with reference to Text A **and** other examples from the *Iliad*.

12 marks: banded

12 marks: developed points, supported by very specific/ detailed evidence from Text A **and** at least one other example from *Iliad* text (i.e. **not** only background, e.g. Judgement of Paris)

9 marks: good points, supported by some specific/ detailed evidence, evidence from Text A **and** at least one other example from *Iliad*

6 marks: explanation of one good point, generic evidence, refers to Text A **or** *Iliad*

3 marks: very basic statement, explanation or example

- (c) Give **two** reasons why Euphorbus' actions do not follow the Homeric code for heroes.

8 marks: 4 marks each reason

4 marks: valid reason

Question 11: 30 marks

- (a) Give a definition for **four** of these ancient Greek concepts.

12 marks: 3 marks each concept

3 marks: good definition

1 marks: very basic definition

- (b) Do you think that the ancient Greek concepts in part (a) are still relevant for teenagers today? Give a reason for your answer.

6 marks: banded

6 marks: good explanation

4 marks: good attempt at explanation

2 marks: very basic statement

- (c) In your opinion, which of these two heroes, Achilles **or** Hector, better demonstrates the Homeric code in his actions? Support your answer with evidence from the *Iliad*.

12 marks: banded

12 marks: developed points, supported by very specific/ detailed evidence from the *Iliad*, good links to Homeric code

9 marks: good points, supported by some specific/ detailed evidence from the *Iliad*, links to Homeric code

6 marks: explanation of at least one good point, generic evidence, refers to the *Iliad*

3 marks: very basic statement, explanation or example

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Question 12: 30 marks

- (a) Match the names of the characters below to their descriptions by completing the table. The first one has been completed for you.

10 marks: 2 marks each

Description	Number
The face that launched a thousand ships	4.
Hector's father	2
Achilles' war prize	1
Hector's mother	3
Agamemnon's war prize	6
Hector's son.	5

- (b) Based on your reading of the *Iliad*, explain how **one** non-combatant character was affected by the Trojan War. You may discuss a character listed in part (a).

10 marks: banded

10 marks: very good explanation, supported by very specific/ detailed evidence from the *Iliad*

7 marks: good explanation, supported by some specific/ detailed evidence from the *Iliad*

5 marks: explanation of one good point **or** several brief statements, generic evidence

3 marks: very basic statement, explanation or example; character only named

- (c) In your opinion, which type of character in the *Iliad* is more interesting, hero **or** non-combatant? Give reasons for your answer.

10 marks: banded

10 marks: developed points, supported by very specific/ detailed evidence from the *Iliad*

7 marks: good points, supported by some specific/ detailed evidence from the *Iliad*

5 marks: explanation of one good point **or** several brief statements, generic evidence

3 marks: very basic statement, explanation or example

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Section C

Latin – Classical Language

180 marks

Question 13: 17 marks

- (a) Write the number of each Latin phrase or abbreviation below into the table beside its meaning.
12 marks: 2 marks each

Meaning	Number
in control of the mind	6
written afterwards	5
in the place of a parent	1
after midday	3
seize the day	4
in exactly the same words	2

- (b) Why do you think that Latin phrases and abbreviations are still used today? Explain your answer.
5 marks: banded
5 marks: very good explanation
3 marks: good explanation
1 mark: explanation lacking

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Question 14: 22 marks

- (a) Complete the following table about the English adjectives in Box A which are derived from Latin nouns. The first one has been completed for you.

12 marks: 1 mark per item

Meaning of English adjective in Box A	English adjective in Box A	Latin noun (nominative singular, genitive singular)
like a horse	equine	equus, equi
friendly	amicable	amicus, amici amica, amicae
relating to a son or daughter	filial	filius, filii filia, filiae
childish	puerile	puer, pueri
like a lion	leonine	leo, leonis

- (b) Complete the table below by writing in the first three principal parts of the Latin verb that each English adjective derives from. The first one has been completed for you.

10 marks: 5 mark per verb (2+2+1) (1st correct answer gets 2 marks)

English adjective	Latin verb (first three principal parts)
visible	video, videre, vidi
portable	porto, portare, portavi
audible	audio, audire, audivi

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Question 15: 20 marks: 5 marks each

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

Question 16: 8 marks: 2 marks each

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

Question 17: 10 marks: 2 marks each

- (a) Trōiānōs
- (b) Parāre
- (c) multa
- (d) nārrat
- (e) quī

Question 18: 15 marks: 3 marks each

- (a) the gods led you
- (b) if you stay in our city
- (c) Aeneas does not want to leave the city
- (d) Jupiter angrily sends Mercury
- (e) sadder than Aeneas

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Question 19: 31 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) **3 marks:** 2 pretended to be + 1 men
- (b) **3 marks:** 2 sleep +1 in a house
- (c) **6 marks:** two points from text / valid interpretation of text
3 marks: one point from text
- (d) **3 marks:** 2 small house + 1 open / hospitable people
- (e) **3 marks:** 3 invited them in; (shouted 1 mark only)
- (f) **6 marks:** two points from text / valid interpretation of text
3 marks: one point from text
- (g) **3 marks:** 2 appeared + again 1
- (h) **4 marks:** 3 made wine + from nothing 1

Question 20: 57 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.

Philēmōn ... sedēbant. **8 marks**

Iuppiter ... dīxit: **6 marks**

“prō ... dabō.” **6 marks**

subitō ... mūtāvit. **8 marks**

tum ... cupitis?” **7 marks**

Philēmōn ... cupimus.” **8 marks**

vir ... custōdiēbant. **8 marks**

tandem ... mūtāvit. **6 marks**

Section D **Ancient Greek – Classical Language** **180 marks**

Question 21: 21 marks

12 marks: 2 marks each

(c) άσθμα

(e) χολερα

(f) άναιμια

(a) γλαυκωμα

(b) έκζεμα

(d) άρθριτις

(g) 9 marks: 3 marks each. (i) fear of water (ii) fear of men (iii) fear of trees

Question 22: 14 marks

(a) Correct Ancient Greek word (4 marks)

(b) Correct Ancient Greek words (5 marks, 3+2)

*** No marks awarded if the words are not from Sentence A**

(c) 5 marks (3+1+1)

Correct meaning of English word: **3 marks**

Reference to meaning of each Greek word: **1 mark each**

Question 23: 20 marks: 4 marks each

3,

4,

1,

2,

5.

Question 24: 15 marks: 3 marks each

(a) the king fell, (b) I harmed, (c) him, (d) who, (e) from.

Question 25: 10 marks: 2 marks each

(a) βραχιονα, (b) άποθανειν, (c) μοι, (d) εις, (e) άνδρειος.

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Question 26: 33 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) **3 marks:** (2+1) any two valid points; She is a girl, Apollo loves her, daughter of Phlegas
- (b) **3 marks:** (2+1) Koronis is pregnant with his son/child
- (c) **3 marks:** (1 opinion + 2 reason) she loves/ lives with another man; 1 mark for not happy
- (d) **3 marks:** (2+1) changes the crow from black to white
- (e) **3 marks:** (2+ 1) Apollo takes Asklepios from his mother's belly
- (f) **3 marks:** (2+1) to Chiron the centaur
- (g) **3 marks:** (1+1+1) wisdom of medicine and animals
- (h) **6 marks:** (3+3) prevents their death + leads them out of Hades; any valid interpretation of both points
- (i) **6 marks:** (2+2+2)

Question 27: 54 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.

Ἀσκληπιος... εἶπεν. (8 marks)

“φοβον... φαρμακα.” (7 marks)

οὐν... κεραυνω. (5 marks)

Ἀπολλων... ἐποίησαν. (8 marks) (1 mark for ὠργισθη Δι)

Ζευς... ἠθελησεν, (6 marks)

ἄλλα... ἐκελευσεν. (9 marks) (1 mark for ἀντι τουτου)

ὁ μεν Ἀπολλων... ἐπαθεν. (11 marks)

Question 28: 13 marks

(a) **8 marks: 2 marks each**

(i) True (ii) False (iii) True (iv) True

(b) **5 marks: banded**

5 marks: very good explanation

3 marks: good explanation

1 mark: explanation lacking

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Appendix: Examples of minor and major errors in translation

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

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