



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2022

Marking Scheme

ANCIENT GREEK

Higher Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

MARKING SCHEME
ANCIENT GREEK—LEAVING CERTIFICATE—HIGHER LEVEL—2022

1. Either A or B.

[50]

A. Translate into Greek.

Once a beggar	hospitality.	6
All the other	their home.	9
They had.....	they had.	7
The woman,	full of wine.	7
Marvelling, she.....	her husband.	5
They raised	a god.	7
Destroying the town,	their hospitality.	9

B.

(a)	6
(b)	4
(c)	8
(d)	8
(e)	6
(f)	6
(g)	6
(h)	6

2. One passage from **either** Section A **or** Section B.

[90]

A. (i)

ἐν ταύτῃ.....	αὐτὸν Ξέρξην,	13
χρήματά τε.....	πόλεμον παρέχειν.	8
εἶρετο δὲ.....	ἐπαγγέλλοιτο ταῦτα.	14
οἱ δὲ εἶπαν,.....	μετὰ σέ.”	11
θωμάσας δὲ.....	Περσίδα χώρην,	9
οὐδενὶ ἀνδρὶ	τῷ ἐμῷ,	10
οὐδὲ ὅστις	ἔξω σεῦ.	9
σὺ δὲ καὶ	μεγάλα ἐπαγγέλλεαι.	10
σοὶ ὦν ἐγὼ	γέρεα δίδωμι.”	6

A. (ii)

καὶ ἤδη	βασιλέως κήρυκες,	5
λέγοντες ὅτι.....	τοὺς Ἕλληνας,	6
ἐπεὶ νικῶν.....	Κῦρον ἀπέκτονε,	6
παραδόντας τὰ	δύνωνται ἀγαθόν.	11
ταῦτα δὲ	μὲν ἤκουσαν,	5
ὅμως δὲ.....	ὅπλα παραδιδόναι.	11
ἐνθα δὲ	ὅπλα παραδοῖεν.	11
Πρόξενος δὲ	φιλίαν δῶρα.	15
εἰ μὲν γὰρ	λαβεῖν ἐλθόντα;	8
εἰ δὲ πείσας	ταῦτα χαρίσωνται.	12

B. (i)

Πυλάδη, σὲ	ξένον τ' ἐμοί·	15
μόνος δ'	ἐθαύμαζες φίλων,	8
πράσσονθ' ἅ	Αἰγίσθου παθών,	8
ὅς μου.....	πανώλεθρος/ μήτηρ.	9
ἀφίγμαι δ'	θεοῦ μυστηρίων,	6
φόνον φονεῦσι	ἀλλάξων ἐμοῦ.	8
νῦν οὖν	ὅμμ' ἀναίρεται —	8
ἔξω τρίβου	ἵχνος ἀλλαξώμεθα.	8
ἢ γάρ.....	φανήσεται νῶν,	10
ἦντιν' ἱστορήσομεν	τόπους ἐμή.	10

B. (ii)

Ἑρμείαν δ' ἐρέεινε	διὰ θεάων·	9
“τίπτε μοι	φίλος τε;	13
πάρος γε.....	τι θαμίζεις.”	5
καὶ τότε δὴ	ἀμειβόμενος προσέειπεν·	9
“Ζεὺς ἐμέ	οὐκ ἐθέλοντα·	9
φησί τοι.....	οἷζυρώτατον ἄλλων·	9
τὸν νῦν	ὅττι τάχιστα.	9
οὐ γάρ.....	ἀπονόσφιν ὀλέσθαι,	9
ἀλλ' ἔτι	πατρίδα γαῖαν.”	18

3. Section A or Section B.**[80]****A.****(i) Translate into English.****(50)**

Ξέρξης δε	ἐν χερσί·	13
φράσον δέ μοι.....	μοι ἀτρεκέως εἶπέ.”	16
ὁ δὲ ἀμείβετο.....	ἀμφότεροι, τελευτήσσει·	8
ἐγὼ δ' ἔτι.....	έόντα πολεμιώτατα.”	13

(ii) Answer any three. (3 x 10)**(30)**

- (a) Impression ex 10
- (b) Impression ex 10
- (c) Impression ex 10
- (d) Impression ex 10
- (e) Impression ex 10
- (f) 5 + 5
- (g) 6 + 4

B.

- (i) Translate into English. (50)

ἄγ' ὥς φίλω	πράξειν καλῶς;	7
ὅμως δ'	νῦν ποῖ τράπωμαι;	4
πότερα πρὸς	ταλαίνας Πελιάδας;	7
καλῶς γ' ἂν	πατέρα κατέκτανον.	5
ἔχει γὰρ οὕτω	πολεμίους ἔχω.	10
τοιγάρ με	ἀντὶ τῶνδε.	5
θαυμαστὸν δέ σε	ἢ τάλαιν' ἐγώ,	5
εἰ φεύξομαί	μόνη μόνοις.	7

- (ii) Answer any three. (3 x 10) (30)

- (a) Impression ex 10
 (b) Impression ex 10
 (c) Impression ex 10
 (d) Impression ex 10
 (e) Impression ex 10
 (f) 5 + 5
 (g) 6 (scansion) + 4 (name of metre)

- (iii) Answer two questions. (2 x 30) [60]

- (i) 8 + 8 + 7 + 7
 (ii) (4 + 7 + 4) + (4 + 7 + 4)
 (iii) 8 + 8 + 7 + 7
 (iv) 10 + 10 + 10
 (v) 10 + 10 + 10
 (vi) 10 + 10 + 10
 (vii) (8+7) + (8+7)
 (viii) (a) 5 + (5 + 5)
 (b) 5 + (5 + 5)
 (c) 5 + (5 + 5)

Additional notes and indicative answers for Ancient Greek Marking Scheme 2022

Qu. 1A Apply Positive Credit Marking system

OR

Qu. 1B

- (a) He had a conversation with Hippias about justice.
- (b) Socrates was talking to some people.
- (c) One would not be at a loss about where to send someone to be trained as a shoemaker, smith, or carpenter.
- (d) Someone would not know where to go to learn about justice or where to get his son taught.
- (e) Hippias asks "Socrates are you still saying the same things which I once heard you say before?"
- (f) Socrates said "And even stranger than this, I always say the same things about the same topics."
- (g) Socrates suggests that because Hippias is very learned he never says the same thing about the same topics.
- (h) Hippias said in response, "I always try to say something new."

Qu. 2

- Each mark allocation represents a complete unit of meaning to be translated, most often it is a full sentence.
- Full marks are awarded per unit of meaning based on demonstrating thorough understanding of syntax and vocabulary.
- Partial marks are awarded based on demonstrating sufficient understanding of vocabulary and grammatical function of individual words and phrases within the wider unit of meaning.

Qu 3A(ii)

- (a) Artabanos is Xerxes' (paternal) uncle. Xerxes responds by asking what the two things are that are supposedly his greatest enemies; he asks Artabanos if there is some fault with his army being too small or not good enough for the Greek army.
- (b) Herodotus says that the Persians have no images of the gods, no temples nor altars, and consider the use of them a sign of foolishness. They climb high mountains to give sacrifice; they offer sacrifice to the sun and moon, to the earth, fire, water, winds. They assimilated some gods from the Assyrians/Arabians into their own culture, such as Urania. Their sacrificial rites are very different than those of the Greeks. They celebrate birthdays; they like wine; they adopt foreign customs, etc.
- (c) Assessment as a historian; 'Father of History'; whether he is reliable; a good story teller; cites sources; research and 'autopsies'; includes everything he is told; his intention as a historian.
- (d) Xerxes defends the Ionian's loyalty during the Scythian campaign; makes a point that their lives are now in Persia so why would they betray it?

Artabanos considers whether the Ionians will become criminals or heroes (he fears the latter); he warns Xerxes not to make the Ionian Greeks in his army fight the Ionian Greeks on the mainland.

- (e) Comment with reference to portrayal. Portrayal includes Spartan King lineage, customs, laws, political system. Ethos and military strength: fight for freedom and by the law, fight to death even if outnumbered, they won't retreat. Notable individuals: Leonidas, Demaratos; Xerxes' opinion vs. Demaratos'.
- (f) **Leonidas:** Spartan King; family and wife; refusal to surrender; brave leader at Thermopylai; fought until the end; role in battle; exemplar of Spartan ethos; Delphic Oracle.

The crossing of the Hellespont: initial construction; Xerxes is enraged after storm; punishes engineers and whips the sea; bridges rebuilt.

The battle of Thermopylai: Brief account of battle including point such as; geography, Greeks outnumbered; Xerxes sends the Medes in, many are killed, same with other Persian troops; Spartans seem to be winning due to their longer spears and close quarters; a traitor shows Xerxes a secret path around Thermopylai, Persian troops plan to surprise Leonidas; Spartan troops are finally overwhelmed.; aftermath; significance.

- (g) Form of word, explanation of its function in the sentence.

Mood: Optative, expressing a wish.

Case: Genitive, with adjective ὑποπλεος.

Qu. 3B (ii)

- (a) Opinion with references; villain vs hero; abandoning wife for own ambition; how he is described by Medea; Jason's speeches/ use of language; patriarchal society of Greece.
- (b) Time from meeting Jason to landing in Corinth, including: helped Jason in Colchis; escape from Colchis; murder of Pelias; betrayal of her own family.
- (c) Revenge on Jason to leave him heirless; isolated circumstances she is in; plotted other ways to get revenge; counter the humiliation/disrespect she feels from Jason's betrayal.
- (d) Uses her children to bring poisoned gifts to Kreon's daughter, Kreon is also killed
- (e) Opinion with references. Female status and identity before during and after marriage; patriarchal society; typical silence and vulnerability of women; Medea is outspoken, independent, challenges typical dependency of women; male fears about powerful women.

- (f) **Nurse:** old lady; cares for the children; dialogue with Paidagogous; aware of marital discord; loyalty to Medea but fears for children/what Medea will do.

Kreon: Jason's new father in law; King of Corinth; banishes Medea; she manipulates him to be allowed stay one more day; he dies with his daughter.

Kreon's daughter: Jason's new wife; named Glauke; killed by Medea with poisoned clothes given as wedding gifts by Medea's children; no speaking part; representative of typical woman in ancient Greece, not seen and not heard from.

- (g) – – u – | u – u – | – – u –
Iambic Trimeter

Qu. 4

(i) Cleon: Popular demagogue; opposed Nicias; Mytilene; victory at Pylos & Sphacteria; Brasidas in Thrace; Battle of Amphipolis; death leads to peace. Assess significance: led Athens after Pericles; opposed Sparta; delayed peace efforts; pro-war.

(ii) Amphipolis: Brasidas and Cleon, leadership and death; course of the battle; significance; Peace of Nicias.

Issus: Alexander vs Darius; course of the battle; Darius' mother, wife and children captured.

Gaugamela (Arbela): Alexander vs Darius; course of the battle; Persians now defeated.

Hydaspes River: Alexander and Porus; course of the battle; Alexander heads home.

(iii) Philip II of Macedon: 382-336 BC; Development of Macedon; Sacred War; Amphictyonic Council; expansion to south; Battle of Chaeronea; assassination. Opinion of greatest achievement.

(iv) Solon's reforms: laid foundation for Athenian democracy; cancelled debts; he was an Archon in 594 BC; 4 classes based on wealth; boule of 400; encouraged immigration and trade.

Cleisthenes: Broke up old system based on birth; citizens enrolled in Demes; metics and freedmen included; Ten Tribes based on demes; each sent 50 members to the Boule; Ecclesia; Archons still from 2 wealthiest classes.

The Athenian Ecclesia: The Assembly; votes by show of hands; male Athenian citizens; Pnyx; direct democracy; speeches and debates; elected generals; ostracism.

The Spartan Apella: Popular assembly in Sparta; vote decided the vote; voted on peace, war, treaties, foreign policy; elected ephors, elders (Gerousia) and other magistrates; generally only Spartan male-born citizens could join the Apella.

(v) Aeschylus: 525-456 BC; Athenian dramatist; fought in Persian Wars; visited Sicily; death and tortoise story; 'Father of Tragedy'; elevated genre; second actor; dialogue and plot development; language; set design. Outline plot of any play.

(vi) Xenophon: 430-350 BC; Athenian historian and philosopher; knew Socrates; expedition of 10,000; fought with Spartans; exiled. Works include *Anabasis*, *Hellenica*, *Memorabilia*, *Cyropaedia*, etc. Assess significance, such as, as a primary source or legacy as a writer.

(vii) Description of any **two** classical sculptures; explanation of preference with reference to the sculpture. Classical period features may include: realistic human forms, naturalistic poses, contrapposto style, depicts real people, idealised/contemplative/serene faces.

(viii) (a) Red Figure; comment may include: composition, poses, framing, proportion, details.

(b) Ionic order; Ionic columns are more decorated and slender, base, capital with volutes (shaped like scrolls/ram's horn); entablature (gable of the roof) consists of the horizontally divided architrave, continuous frieze, cornice, pediment.

(c) Archaic period; the Archaic smile; figures are slightly more realistic; inspired by sculpture of Ancient Egypt and Mesopotamia; solid and frontal stance; kore/kouros as examples.

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