



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2023

Marking Scheme

Classical Studies

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.

Online Marking Annotations

Symbol	Description	Denoting
	Vertical Wavy	A page/ section without candidate material has been seen by the examiner
NR	No Response	A full question that has not been not attempted
	Tick (blank)	A page has been read and any candidate material has been considered towards the mark awarded for the relevant question
	X	Incorrect material
	Tick with number	The number of marks awarded (e.g. 5 marks)
	Zero	Zero marks awarded
	Square brackets	Material counted towards each unit of development (point) for Questions 11b - 16
	P1, P2, P3, P4	Each unit of development (point) awarded marks in Questions 11b-16
	Q	The mark for Overall Quality in Questions 11b-16
	Arrow	When a unit of development (point) continues onto an additional or supplementary page in Questions 11b-16
	K	The mark awarded for the RSR Knowledge Descriptor
	A	The mark awarded for the RSR Analysis Descriptor
	E	The mark awarded for the RSR Evidence Descriptor
	OC	The mark awarded for the RSR Overall Coherence Descriptor

Research Study Report 2023

Section A Rationale & Approach (10 marks)	Clear engagement 6 – 10		Engagement is lacking 0 – 5	
	- Outline of project aim - Link with prescribed topic - Overview of research approach and/or sources **All three points not required for full marks		Attempt made to outline aim, link with prescribed topic, or gives an overview of research approach/ sources	
Section B Extended Essay - <i>Knowledge/ Understanding</i> (20 marks)	Very Thorough 16 – 20	Thorough 10 – 15	Basic 5 – 9	Very Basic 0 – 4
	- Synthesis of accurate knowledge that is, in-depth, wide ranging, and highly relevant to chosen topic - Demonstrates an excellent understanding of the chosen topic and its broader context within the Classics	- Summary of accurate knowledge that is in-depth or wide ranging, but at times lacks relevance to chosen topic. - Demonstrates a very good understanding of the chosen topic.	- Includes knowledge that indicates attempts at research, but has inconsistencies in accuracy or relevance to chosen topic - Demonstrates a good understanding of the chosen topic at times	- Contains only generic or superficial information related to chosen topic, prescribed topic, or field of Classics - Does not convey an overall understanding of the chosen topic
Section B Extended Essay - <i>Analysis/ Critical thinking</i> (20 marks)	Very Thorough 16 – 20	Thorough 10 – 15	Basic 5 – 9	Very Basic 0 – 4
	- Analysis is logically argued with highly developed points - Demonstrates excellent critical thinking skills	- Analysis is logically argued with developed points - Demonstrates good to very good critical thinking skills	- Analysis is generic and lacks development - Demonstrates critical thinking skills at times	- Attempts at analysis, though mostly unsuccessful - Does not engage with analysis/critical thinking
Section B Extended Essay - <i>Evidence/ Research</i> (20 marks)	Very Thorough 16 – 20	Thorough 10 – 15	Basic 5 – 9	Very Basic 0 – 4
	- Sources interrogated / examined / integrated / into development of points - Sources used to support argument/ analysis	Sources included as part of discussion / development of points, where relevant	Sources referred to in essay, where appropriate	Sources included only in bibliography

Research Study Report 2023

Section C Review & Reflection (10 marks)	Clear engagement 6 – 10	Engagement is lacking 0 – 5
	- Assessment of project - Reflection on significance of research / project - Self-reflection on research / writing process **All three points not required for full marks NB: 10 marks, requires specific points related to project	Attempt made to review research/ writing process or reflect on learning

Overall Coherence <i>Communication & Structure</i> (20 marks)	Very coherent 16 – 20	Mostly coherent 10 – 15	Lacking coherence 5 – 9	Incoherent 0 – 4
	- Very well presented, including an organised structure and command of language that is easy to follow, stays on topic and avoids repetition. - RSR aim mostly achieved. - Satisfies the criteria as stated in the 2023 RSR Brief.	- Generally well presented, with an overarching structure and language that is easy to follow, though could be edited to improve its overall coherence. - RSR aim partially achieved. - Satisfies the criteria as stated in the 2023 RSR Brief.	- At times well presented, with attempts made to apply some structure and an overarching train of thought - Requires more research and drafting to achieve RSR aim. - Satisfies the criteria as stated in the 2023 RSR Brief.	- Poorly presented and lacking in structure to such an extent that the aim of the RSR is not communicated. - Does not satisfy the criteria as stated in the 2023 RSR Brief.

To be noted by examiner:

- Read everything in the RSR before marking anything.
- Be careful not to penalise skilful brevity, nor to reward unwarranted length.

Marking steps:

- 1) Read the full RSR
- 2) Re-read and mark each section of the RSR: Section A, Section B, Section C and Overall Coherence.

SECTION A:	STIMULUS QUESTIONS	200 MARKS
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- Each question is worth 20 marks.

Q		Marks
1.	(a) Name of Temple: Parthenon, 2 marks. Location: Acropolis, 2 marks. (b) Name of myth1: 2 marks. Location on temple 1 mark. Account of myth1: 6 marks. [Full 6 marks, Partial 2-5 marks] Name of myth2: 2 marks. Location on temple 1 mark. Account of myth2: 4 marks. [Full 4 marks, Partial 1-3 marks] NB: Repetition of name without elaboration not awarded any marks in the account. <u>List of correct myths</u> - Birth of Athena - Contest of Poseidon and Athena - Battle of Lapiths and Centaurs - Amazonomachy - Gigantomachy - Trojan War	4 9 7
2.	(a) Greek and Roman Names of each god: 6 x 1 mark. 1: Hermes, Mercury 2: Zeus, Jupiter 3: Poseidon, Neptune (b) Correct relationship stated clearly. 2 marks. Award 1 mark if relationship is correct, even if incorrect god(s) identified e.g. Zeus is the father of Apollo. (c) 3 sets of symbols and 3 domains: 6 x 1 mark. 1: Caduceus, winged sandals; travellers, merchants, psychopomp, etc. 2: Throne, lightning bolt; sky, weather, king of gods, etc. 3: Trident; sea, horses, earthquakes. (d) Opinion supported by evidence – one strong comment with more than one point to explain its significance or two points supported with details or facts. -Use of terms/ amount of specific facts or details/sophistication of comment is difference between full and partial. 6 marks – full, 4 marks – partial, 2 marks – basic <u>Indicative points</u> communicated respect for the gods/piety; religious use - libations, funerary offerings, etc.; many illiterate people, visuals for oral tradition, storytelling at symposium; art as sign of wealth / status.	6 2 6 6

3.	(a) A coherent description of the practice with reference to the image. 1 mark for term: <i>prothesis/laying out of body</i> 1 mark for reference to any detail in image 1-4 marks for description of practice, based on level of details <u>Indicative Material</u> - deceased laid on bier/ couch/ bed in shroud with head on pillow - women washed, anointed, dressed the body (Charon's coins) - mourners around body, men & women (more physical) - lasted for at least 24 hours *Award max 2 marks for description of chariot races in image as funeral games (b) 6 marks – full explanation: 3 brief points or two developed points 4 marks – partial: two brief points or one development point 2 marks – basic: one brief point <u>Indicative Material</u> Legal obligation Sacred/ religious duty Honour the dead, neglect involved offence against the dead Soul obtained no rest until funeral rites were carried out. Ritual pollution for family / locality if unburied Importance for everyone from rich to poor, public/communal importance of shared religious ritual. Important role for women. (c) To mark a grave; a way of commemorating or identifying the dead. (d) Two developed points 3 marks for each point: (2 + 1 divided between image details and comment) <u>Indicative material</u> - pose / posture: tilted/ weighed down - facial expression, mouth and eyes: downcast, solemn, sadness - holding doves: peaceful, affectionate, symbol of soul, tenderness	6 6 2 6
4.	(a) Exact location - between the Aventine and Palatine hills. 2 marks. *Award 1 mark for valid but not exact; centre of Rome, near Colosseum / forum (b) Name of feature in English or Latin, e.g. tiered seating, <i>spina, obelisks, metae, pulvinar, carceres</i>, dolphin/egg, <i>euripus, cavea, arches</i> etc. 4 x 1 mark. Descriptions: 4+4+3+3 marks. Award partial marks if description is especially lacking or very basic.	2 4 14

5.	(a) 1 mark for one correct person from each area : 5 x 1 mark. 1: State officials – Emperor, Senators, Magistrates, Priests, Vestal Virgins 2: Patricians, Equites (knights), merchants, nobles who weren't in government 3: (Rich) Plebeians 4: (Poor) Plebeians 5: Slaves, women. (b) 15 marks, banded. The description should include a vivid account of important aspects related to: - the structure - the activities staged there - audience experience - relevant terms 13-15: An accurate, full of description with an amount of detail, that clearly captures audience experience. Full marks require reference to perspective from seating arrangement. 9-12: Very good material, accurately and clearly expressed, lacking in detail 5-8: Valid information, reasonably well expressed, mostly generic details 1-4: Limited information/ barely expressed, mostly generalised statements	5 15
6.	(a) Weaving: 1 mark. Tending to the fire of Vesta: 1 mark. (b) A brief discussion: 5 marks. (1-5 marks based on quality) <u>Indicative Material</u> - political and religious importance of Vestals and Temple of Vesta - Greek family duty, value of female virtue, practical importance of textiles - fulfilment of role related to status/reputation, reflects well on their families and themselves.	2 5

	(c) Opinion, explanation, evidence. 13 marks, banded. Does not need to address both women equally. 13: An elaboration on what living well meant. An understanding of the roles of both women shown in images (Vestals and a typical Greek woman). Balance that shows full understanding of the norms and values of their society. Relevant references, including specific details, about daily life for women in both ancient Greece and Rome. 11-12: An explanation of what living well meant featuring most of the above. 8-10: An opinion of what life was like for both women in ancient Greece and Rome with references to aspects of their lives, but more of a discussion on life for women in general. Explanation and evidence incomplete. 5-7: Some reference to both and how they lived (well). Lack of explanation or evidence. Mostly generic statements and limited detail. *A very good account of only one *only discusses lives of Greek and Roman women in generalised statements. 1-4: Basic and very limited, with irrelevant examples or none given. Vast majority of information is inaccurate.	13
7.	(a) The best account will be an event related to the supernatural (superstition/omens), chosen from the end of the life. It will also include a link to the statement. 10 marks, banded. 10: A good account of event at end of life and superstitious/ omens, with at least implicit links to statement. 8-9: A good account of event related to superstition/ omens, which links relevant detail to statement. 5-7: A partial, but accurate account of event related to superstition/ omens 1-4: A very basic/ inaccurate account of event related to superstition/ omens OR A good account of an event related to paranoia / suspicion / warnings. (b) Two character traits: 2 x 1 mark. Explanation of each trait, supported by evidence for both men. 2 x 4 marks (2 Alexander + 2 Caesar) i.e. Trait 1 + evidence for both men (5 marks), Trait 2 + evidence for both men (5 marks).	10

8.	(a) A coherent analysis of text A or any other poem for 12 marks, banded. Quality of analysis and focus on the natural/ rural setting in relation to beliefs on living well are the distinguishing features for full marks. 11-12: Excellent/ comprehensive analysis of the meaning of the poetry, with reference to Text A or other poem(s). A complete understanding of the link between the poet's beliefs on living well and his love of nature and the country life. 8-10: Good/ partial analysis with accurate references used, direct references to rural/natural setting, good explanation between nature and living well, coherently conveyed. 5-7: An incomplete analysis with vague references used and few direct references to rural/ natural setting and relationship with living well. 1-4: A basic reference to rural/natural setting in Horace's poetry in general (b) Two points of comparison, 4 marks for each. Clear expression of Horace's views and statement of own views supported by expansion /evidence, such as: - reference to Horace's poems and/or - explanation of own beliefs i.e. 2 x (2 marks for clear expression + 2 marks for expansion / evidence)	12 8
9.	(a) Speaker: Creusa, 2 marks. Addressee: Aeneas, 2 marks. (b) A coherent examination of the view that the <i>Aeneid</i> is a work of pro Augustus propaganda featuring two explained examples from the passage. 2 marks for explanation of Augustan propaganda. 1-7 marks for each point, with example from passage. • 2 marks for the point, 2 marks for example, 3 marks for analysis	4 16
10.	(a) An invocation to the muse: 2 marks. * in medias res also accepted for full marks (b) Two techniques to be referenced, one from each text: 1-3 marks each. Examples: foreshadowing, in medias res, asking questions, epithets, etc. *Inclusion of correct term for storytelling technique is not required for full marks.	2 6

	(c) A coherent explanation referencing one text: 12 marks. 11-12: Full explanation. At least two developed points relating to later events in the chosen epic associated with opening lines. Coherent links made; a full, accurate explanation of ideas. 8-10: At least two points relating to later events in the chosen epic associated with opening lines. Reference to text provided to support opinion presented. Links made, and partial explanation given. 5-7: A reference to a relevant event from later in the epic, connection with text provided and explained to some extent. 1-4: Mention of event(s), not engaging with accuracy of opening lines. No reference to text A or B.	12
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SECTION B:	EXTENDED ANSWERS	200 MARKS
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Question 11a

(40 marks)

11(a) A discussion of the civic and religious importance of Greek Tragedy featuring a considered review of both areas of importance and stated opinions/analysis substantiated by evidence.

Marks	11a Descriptors
36-40 Excellent / Comprehensive	Demonstrates a thorough and detailed knowledge of the material. Selects excellent examples or evidence to support ideas /opinions. Addresses the question asked in a sustained and coherent manner. All ideas and/or points are purposeful and relevant. ○ Discusses civic and religious, though equal treatment not required.
31-35 Very Good / Full	Demonstrates good knowledge of the material, but not all is relevant. Selects very good examples or evidence, but all may not support ideas /opinions. Addresses the question asked, but not always in a coherent manner. Most ideas/ points are purposeful and relevant. ○ Discusses civic and religious, though equal treatment not required.
21-30 Good / Partial	Demonstrates a good knowledge of the material, but some is not relevant. Selects good sources or evidence, but often not supportive of opinions /ideas. Some aspects of the question are not addressed in a coherent manner. Some ideas/ points are purposeful and relevant. ○ Discusses civic and religious, though equal treatment not required.
11-20 Basic	Demonstrates some knowledge or understanding of the material. Selects few or no examples or evidence to support points/ opinions. Most or all aspects of the question are not addressed, and there is no structure. Many ideas/ points lack purpose and relevance.
1-10 Very Basic	Lack of understanding of the material and irrelevant / no details. No examples or evidence to support points. Most or all ideas/ points lack purpose and relevance.

Question 11 (b) – Question 16: 80 mark essay style questions

For each of these essay style questions a common marking scheme is employed, which is divided into two components:

- Development of material required to fully answer the question (60 marks)
- Overall quality of the answer (20 marks)

NB: Subdivided questions, such as Question 13 and 16 in this examination paper:

- Answer must address the full question (parts a and b), for more than three units of development to be included in the marks for Development of Material
- Answer must address the full question (parts a and b), for its Overall Quality to be considered above the Low Quality range
- Material included in each part can be awarded to either part, where relevant, but in such a way so that it is not counted twice.

Development of Material (60 marks)

- 15 marks per unit of development
- Features of a unit of development: candidate makes relevant **point**, includes relevant evidence to support the point (**knowledge**/understanding) and makes development of the point (**analysis**/elaboration/discussion).
- Each unit of development is marked based on its level of development:
 - 14-15 for a highly-developed point
 - 12-13 for a well-developed point
 - 10-11 marks for a developed point
 - 3-9 marks for a basic point
- Look for 4 units of development (P1, P2, P3, P4)

Overall Quality (20 marks)

- Overall engagement with question **and** overall understanding of associated material

16-20: High Quality

- analysis / evaluation is coherent, well-structured, and supported by relevant, accurate and varied points.

11-15: Good Quality

- analysis focuses on the question; points are well-structured and supported by relevant and accurate evidence.

1-10: Low Quality

- limited engagement with the question; attempt to make points, but there is a lack of evidence/examples to support points made; relies mostly on narrative.

Example of essay structure with four Units of Development

Point/ Paragraph	1	Makes point, includes evidence and makes development.
Point/ Paragraph	2	Expands on previous point by including new evidence and new/ further development. OR Makes new point, includes evidence and makes development.
Point/ Paragraph	3	Expands on previous point by including new evidence and new/ further development. OR Makes new point, includes evidence and makes development.
Point/ Paragraph	4	Expands on previous point by including new evidence and new/ further development. OR Makes new point, includes evidence and makes development.

Marks Grade	Grade descriptors for overall marks awarded to Questions 11b-16
72-80 H1	Demonstrates a thorough and detailed knowledge of the material. Selects excellent evidence to support their points and discussion. Addresses the question asked in a sustained and coherent manner. All ideas/ points are purposeful and relevant, and all demonstrate highly creative/ critical thinking. • At least two highly-developed points
64-71 H2	Demonstrates very good knowledge of the material. Selects very good evidence to support their points and discussion. Addresses the question, but not always in a sustained and coherent manner. Most ideas/ points are purposeful and relevant, and most demonstrate creative/ critical thinking. • Mostly well-developed points
56-63 H3	Demonstrates a good knowledge of the material, but some is not relevant. Selects good evidence, but not all is supportive of their points and discussion. Some aspects of the question are not addressed in a sustained and coherent manner. Most ideas/ points are purposeful and relevant, and many demonstrate creative/ critical thinking. • Some well-developed points
48-55 H4	Demonstrates a good knowledge of the material. Selects evidence to support points, but discussion is limited. Some aspects of the question are not addressed in a coherent manner. Some ideas/ points are purposeful and relevant, and some creative/critical thinking is shown.
40-47 H5	Demonstrates some knowledge of the material, but many are irrelevant details. Selects weak or irrelevant evidence that does not adequately support points and discussion. Many aspects of the question are not addressed in a coherent manner. Few ideas/ points are purposeful and relevant, and a basic level of creative/critical thinking is shown.
1-39 H6-8	Demonstrates limited knowledge or understanding of the material. Selects few/no evidence to support of their points and discussion. Most or all aspects of the question are not addressed, and there is no coherent structure. Most or all ideas / points lack purpose and relevance, and at most a very basic level of creative/critical thinking is shown.

