



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2019

Marking Scheme

Latin

Ordinary 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.

Leaving Certificate Latin 2019

Ordinary Level

Marking Scheme and Notes

1. A.

[75]

Five sentences @ 15 marks each

A penalty system applies as follows:

Major error= -3. i.e. for omission of verb, wrong construction or mood but only one block penalty to be applied per construction.

Lesser error = -2. i.e. wrong voice, tense, case, omission of noun, adjective or pronoun, "ut", "ne", "se" etc.

Minor error = -1. i.e. incorrect gender, degree of adjective or adverb, misspelling or vocabulary error.

Or

B.

[75]

- (i) Preparing for war (4). Hannibal (4).
- (ii) They feared a Punic war was being provoked (6).
- (iii) An exile (4). To Antiochus (4).
- (iv) Held him in great honour (5). He was contemplating an attack on Rome (5).
- (v) That the war should be waged in Italy (6)
- (vi) Food (2) and soldiers (2).
- (vii) Manpower and resources (5). Fight a war outside of Italy (5).
- (viii) Neither king nor any people would be a match for the Romans (6).
- (ix) A hundred warships (3), ten thousand infantry (3) and one thousand cavalry (3).
- (x) The Carthaginians could be compelled to revolt (8).

2. Translate any **two** of passages A, B, C, D

[130]

A. Ovid

Sol.....caelum **12**/ et.....aquis **10**/ hinc.....aether **12**/ fit.....equis **10**/
luctus....caedis **12**/ haesissetque.....fides **9**.

B. Virgil

Centum....iubet **13** / ramis....omnes **7**/ donaque.....Teucris **12** / haud....passibus **13** /
ipse...sedes **20**/

C. Caesar

Sub.....iussit **8** / ne.....acciperent **7** / oppidani....videbatur **11**/omnibus....fecerunt **6**/
celeriter..... imperaverat **4**/ ignibus.....concursum est **7**/ pugnatumque...acriter est **3**/
ut.....debuit **10** / occisis.....sunt **9**.

D. Cicero

Hoc.....esse **9**/ video....modi est **10**/ ut....audeas **5**/ sicilia....imperavisset **10** /
etiam....exegisse **5** / mihi....est **6**/ sed....facies **4** / mihi....est **10**/ non....defendere **6** .

3. **[90]**

A.

(i) Translate into English **(60)**

Reliquum.....vedeatur **5**/ qui....quaereret **2**/ si.....poneretis **2**/ si quid....esset
2/in....habitori **2**/ cepit....dignitatis **4**/ cum....dixistis **6**/ etenim....difficilis **4**/
quam....possit **6**/ sed....dissentio **4**/ quod..... vita **5**/ hoc.... virtute **5**/ at....maiorum
4/ non....paruisse **6**/ semper....novorum **3**.

(ii) Answer any three of the following: **(30)**

- (a) **5+5**
- (b) **5+5**
- (c) **1+1+1+1+1.**
- (d) **5+5**
- (e) **5+5.**

3 A (ii) Indicative Notes

3 B

(i) Translate into English: (60)

lucus.....umbrae 7/ quo....signum 9/ quod....equi 9/ sic....gentem 9/ hic....condebatur 8/
donis....divae 5/ aerea....trabes 8/ foribus....aenis 5.

(ii) Answer three of the following: (30)

- (a) 5+5
- (b) Who = 3. Part 4+3.
- (c) 5+5
- (d) 5+5
- (e) 5+5

3 B (ii) Indicative Notes

N.B. candidates may make valid points other than those listed below

- (a) **Juno** Judgement of Paris, city founded by Dardanus, Ganymede, hatred for future Rome.
- (b) **Dido** - Dido was married to Sychaeus; queen of Carthage, became infatuated with Aeneas, neglects building projects in Carthage, relationship was fated to end as Aeneas must continue his journey.
- (c) **Virgil's similes** contained a complete picture, provided vividness for the story and stirred the imagination of the reader. The simile comparing Turnus to a hungry wolf captures Virgil's love of animals and nature along with displaying his pity for the famished wolf and the lambs which were under attack. The death of Euryalus is very effectively compared to a drooping flower. Virgil conjures up for the reader images of the delicate, dying flower by comparing the freshness of the flowers to the youthfulness of Euryalus.
- (d) **Role**- powerful presences, prayed and beseeched to, divine intervention, adds tension, interaction between humans and gods.
- (e) **Vesta**- goddess of the hearth, temple in the forum, priestesses tended sacred fire
Ganymede- Trojan prince, beautiful, cup bearer to the gods,
Neptune- sea-god, associated with Poseidon.
Mercury – god of trade and corn, messenger.

4.

[30]

- (i) Four nouns @ 2 marks each=total 8
- (ii) (2+1+1) or (2+2) for three verbs=total 12
- (iii) Each correct foot merits 2 marks to a maximum of 10.

5.

[75]

Three questions must be attempted. One must be chosen from each section and a third from either section.

A.

- (i) Three points (9+8+8) or if in brief points (5+5+5+5+5)
- (ii) Three points (9+8+8) or if in brief points (5+5+5+5+5)
- (iii) (7+6) and (6+6) or if in brief points (4+3+3+3) and (3+3+3+3)

Indicative Notes-

- (i) **Second Triumvirate:** Octavian, Anthony and Lepidus met on an island in the river Po met to arrange the triumvirate; an official motion confirming the arrangement was passed in the comitia; Anthony and Octavian were to campaign against Brutus and Cassius; Cicero was among those killed in the proscriptions; the murderers of Caesar were defeated at Philippi; Lepidus was given Africa, Anthony took control in the east, Octavian remained in the west; Anthony met and fell in love with Cleopatra; Octavian and Lepidus defeated Sextus Pompeius; Lepidus tried to seize Sicily for himself and was formally removed from the triumvirate.
- (ii) **Vespasian-**Vitellius marched on Rome as the new emperor but the troops in Syria and Palestine, where Vespasian was commander, proclaimed Vespasian as emperor. Mucianus supported him, routed Vitellius and marched on Rome where the senate proclaimed Vespasian as emperor. Main features of his reign- conducted a census of resources, restored finances of the state and cut down on extravagances, restored peace in Palestine, established schools, built baths, began work on the Colosseum.
- (iii) **Agrippa-** he became consul following Actium; after a row with Augustus, he was sent to Syria but refused to go and sent his legate instead; when Marcellus died he was recalled after the Second Settlement; got greatly increased powers including proconsular imperium.

Delatores-the growth of treason trials under Tacitus and the role played in these by the delatores; their role was originally checked by Tacitus but, during the reign of terror, they were allowed to run amok; their power was curbed by Gaius in his early reign and all treason trials were quashed; Domitian originally tried to limit the influence of the delatores, but, in later years, their influence grew greatly.

Nero – blamed the devastation on the Christians, started persecution of Christians, deflecting from possible blame when reconstructing areas and building his new palace.

Galba- commander of Roman armies in Spain..set out to depose Nero..Galba proclaimed emperor..strict economy..praetorian guard against him..killed galba..

B.

(i) Life (7+6) or if in brief points (4+3+3+3); Work (6+6) or if in brief points (3+3+3+3).

(ii) (9+8+8) or 5+5+5+5+5.

(iii)Any two (7+6) or (4+3+3+3); (6+6) or (3+3+3+3)

Indicative notes;

N.B. candidates may make valid points other than those listed below

(i) Livy- Life of Livy: born in Padua; early life in Rome; was under patronage of Maecenas; had two children; died in Padua. Writing: poetry; Ab Urbe Condita; themes, language, style; use of speeches; Livy as a moral historian; use of sources.

Horace Life of Horace: birth; early life; fought on Republican side at Phillippi; lost his lands; worked as a clerk; began to write poetry; found a patron in Maecenas; Sabine farm. Poetry: any of his works-Odes, Satires , Epodes etc. ;style ; influence on later writers.

(ii) The arch- Arch: Triumphal Arch; wedge shaped blocks; stones covered; mostly single arches; reliefs depicting historical events; symbols of Roman power and conquests, arches in bridges and aqueducts.

(iii)Roman wall painting- Roman wall paintings: Most popular form of painting; many examples found in Rome, Pompeii, Herculaneum; plaster and stucco were laid on walls, large pictures were often formed in panels; impression of looking out onto a garden; used to brighten up a room; themes used – landscape, still life, architectural. Description of any

painting eg Garden of Livia; painting of Trojan War from Pompeii; offerings to Dionysius from Herculaneum.

Pantheon- Round temple, temple of all the gods, built by Agrippa in Campus Martius, portico of Corinthian columns, massive dome with panels, interior decorated with marble.

Roman Baths- Various rooms/sections-tepidarium, caldarium etc.; under floor furnaces to heat water; gymnasia; libraries; gardens; decorated with mosaics etc. Roman life—social centre; open to all; provided exercise.

Roman circular temples- Pantheon, Campus Martius, portico, Corinthian columns, dome, decorated with marble alcoves, Temple of Vesta, etc.

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