



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2019

Marking Scheme

Latin

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.

Leaving Cert. Latin Higher Level 2019---Marking Scheme

1. Answer Section A **or** Section B in this question:-

[75]

A positive marking scheme will be applied. Candidates will be awarded marks for each word correctly translated. The marks allocated will range from a half (1/2) to three marks (3).

A. Translate into Latin:-

$\frac{1}{2}$ $\frac{1}{2}$ 2 $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ 1

As soon as Caesar had been killed, Brutus, Cassius and the rest of the conspirators

2 $\frac{1}{2}$ 1 $\frac{1}{2}$ 2 1 $\frac{1}{2}$ 2 $\frac{1}{2}$ $\frac{1}{2}$ 2

rushed into the forum and asked the people to join them. Brutus announced that

$\frac{1}{2}$ 2 1 1 $\frac{1}{2}$ 2 2 1

Caesar had been an enemy of the republic because he had wished to make himself

1 $\frac{1}{2}$ 1 2 $\frac{1}{2}$ 2 $\frac{1}{2}$ 2 $\frac{1}{2}$

king. At first the people were frightened and did not know what to think. However,

$\frac{1}{2}$ 2 $\frac{1}{2}$ $\frac{1}{2}$ 2 $\frac{1}{2}$ 1 1 1

Antony told them that Caesar had bequeathed his beautiful gardens to the people

$\frac{1}{2}$ 1 1 $\frac{1}{2}$ 1 $\frac{1}{2}$ 2 $\frac{1}{2}$ 1 2 $\frac{1}{2}$

and three hundred sesterces to each citizen. On hearing this, the citizens were so

$\frac{1}{2}$ $\frac{1}{2}$ 1 3 2 1 $\frac{1}{2}$ 1

angry that the conspirators were forced to flee from Rome. In the following year a

1 2 1 $\frac{1}{2}$ 1 2

battle was fought at Philippi and the conspirators were defeated.

Or

B.

- (i) An awful affair/event/attack (3)
- (ii) Superbus (2) saevus (2)
- (iii) That his own father had been a slave (4)
- (iv) Suddenly the servants surrounded him (4)
- (v) One attacked his throat (3) another beat his face (3) another crushed his chest/stomach (2)
- (vi) They threw him onto the hot pavement (4) to see if he was alive (4)
- (vii) Either because he didn't feel the heat (4) or he pretended not to feel it (4)
- (viii) The loyal servants (4) the women (4)
- (ix) The voices of those around him (4) the cold of the place (4)
- (x) They fled (3) a lot of them were captured (3) the rest are being sought (3)
- (xi) A few days (2)
- (xii) What great danger we are in (3) no master can feel safe (3) because he is gentle and kind (3)

Q2. A (130) Translate any two passages:

- (i) nunc.....ducit 6/Sidoniasque.....paratam7/ incipit.....resistit 6/ nunc.....quaerit 7/
Iliacos.....exposcit 8/ pendetque.....ore 5 / post.....premit 9/ suadent.....somnos 4/
sola.....incubat 8/ illum.....videtque 5
- (ii) O.....Antium8/ praesens.....corpus 12/ vel.....triumphos 12/te.....colonus 12/ te.....aequoris
5/ quicunque.....carina 16/

B.

- (i) Romae.....factus 10/ matronae.....percontantur 10/ et.....vocaret 8/tandem.....sumus 10/
et....referunt 10 / consulem.....esse 5/ superesse.....hoste 6/ quot.....erant 6/.
- (ii) Duae.....dignitatis 8/una.....boni 3/ab.....repelluntur 7/ceterae.....temperantia 8/ sed.....disputo
8/ omnia...coepit 9/ etenim.....poeta 4/ proeliis....sapientia 12/ vi.....amatur 6/.

Q3 A. (i) (60) Translate

Atque.....requiruntur 10/ difficile.....cogitet 10/ deinde.....arbitratur 10/ difficile.....iniurias 12/
quod.....fuisse 12/ urbes.....inferatur 6/.

(ii)(30) Answer any three questions

- (a) 4+3+3
- (b) 5 + 5
- (c) 2 (yes/no) 4 +4
- (d) (3+2) + (3+2)
- (e) 5 +5

Indicative Notes—Candidates may make valid points other than those listed below

3A.

- (a) **Mithridates:** Two points on Mithridates' career and one on his connection with the Romans—king of Pontus; fought against Sulla, Lucullus and Pompey; he wanted to become the dominant state in in Black Sea region; he defeated Nicomedes which angered the Romans; Mithridatic wars; manner of the man hunt which led to his death.
- (b) **Pompey's military prowess:** fought with great success in Sulla's civil war; recovered Sicily from supporters of Marius; crushed the revolts of Lepidus and Sertorius; killed some of the runaway slaves who had been part of the army led by Spartacus.
- (c) **Pompey's debt to Cicero:** any two examples—way he outlined the career of Pompey; that Pompey had been afforded three Triumphs; Pompey's scientia militaris which he said was grounded in real experience.
- (d) **Sulla:** Roman general and statesman; was consul on two occasions; a very skilful general; was appointed dictator; bitter enemy of Marius. **Marius:** was elected consul on seven occasions; defeated the Germanic tribes who were threatening Rome; fought a civil war against Sulla; was married to Julia the aunt of Julius Caesar; reformed the Roman army. **Tigranes:** was king of Armenia and an ally of Pontus; married the daughter of Mithridates; refused to expel Mithridates from Armenia when ordered to do so by Lucullus.
- (e) **Hortentius**—all power against Mithridates should not be placed in the hands of one man; **Catulus**—if all power was placed in the hands of one man, what would the senate do if something happened to him?

3B. (i) (60) Translate

namque..... templo 4/ reginam.....urbi 4/ artificum.....miratur 5/ videt.....orbem 7/ Atridas.....Achillem
4 / constitit.....laboris 8/ en.....laudi 4/ sunttangunt 4/ solve.....salutem 4/ sic....vultum 8/
namque.....iuventus 8/ .

(ii)(30) Answer any three questions

- (a) 5+ 5
- (b) 2 (Whom?) +4+4
- (c) 2 (Who) +4+4
- (d) 5 + 5
- (e) (3+2) + (3+2)

Indicative Notes—Candidates may make valid points other than those listed below

- (a) **Aeneas** reacted because the sights he saw reminded him of his part in the Trojan War and the suffering endured by his fellow Trojans including his king, Priam. Such a display of emotion could be considered showing signs of weakness unbecoming of a hero **or** it could be argued that being able to express his feelings so openly provided a very good role model for his followers.
- (b) **Reginam** refers to Dido. Any points about the relationship between Aeneas and Dido—way she accepted him as a refugee to Carthage; their falling in love; when Aeneas decided to leave her; Dido’s reaction to her desertion.
- (c) **Sons of Atreus—Agamemnon and Menelaus:** Agamemnon was king of Mycenae; commanded the Greek forces in the Trojan War. Menelaus was husband of Helen of Troy; he led the Spartans in the Trojan army; challenged Paris to a duel for Helen’s return to him; easily defeated Paris.
- (d) **Gods:** Juno getting revenge on her bitter enemies the Trojans by encouraging Aeolus to let loose a storm which wrecks the Trojan fleet---shows a destructive, vengeful role; Neptune intervenes and calms the seas—shows the power of the gods; relationship between Jupiter and his daughter, Venus—how he lovingly reassures her about the fate of her beloved Trojans.
- (e) **Priam:** king of Troy during Trojan War; husband of Hecuba; had fifty sons and fifty daughters; was killed by Pyrrhus, son of Achilles. **Sychaeus:** was a man of great wealth in Tyre; married to Dido; was murdered by Pygmalion, Dido’s brother; was reunited with Dido in the Underworld. **Achates:** faithful friend and follower of Aeneas; was carrying the weapons of the Trojans. **Aeolus:** king of the winds in Odyssey and Aeneid; was believed to inhabit one of the volcanic islands off the north coast of Sicily.

Q4. (i) 4+3+3. (10)

(ii)(2+1+1) to max of 10. (2+2 for morior) (10)

(iii)Metre 2 marks. -2 for any wrong syllables (10)

Q5. (75) Answer three questions—at least one question from each section

A.

- (i) Three points (7+6+6); Failure—one good point -6.
- (ii) Discussion on Nero (7+6+6). Redeeming feature (6)
- (iii) (7+6) + (6+6)

B.

- (i) Life 4+3+3. Works 4+3+3. Political background on works—one good point- 5
- (ii) 9 +8 +8—at least one point must refer to Greek influence.
- (iii)
 - (a) Importance of roads 4+3; overcoming physical obstacles 3+3
 - (b) Wall painting—agree or disagree—wonderful use of subtle colours of blues and greens the freshness of the grass and the fruit on the trees-3+3; two other themes—country villas; battle scenes 3+3
 - (c) 4+4+4—at least one reference to Photograph C; dignitas; gravitas; realism; size of nose etc.

Indicative Notes—Candidates may make valid points other than those listed below

5A.

(i) **Augustus**— three detailed points on any successful aspects of his reign-----description of powers gained in First and/or Second Settlement; restoration of peace; manner in which Augustus divided the provinces; how he courted the senate and the people; how he preserved old traditions and religions; building programme; social reforms. **Failure of Augustus:** candidates may agree or disagree—possible failures include—not securing a successor he deemed suitable; defeat suffered by Varius and the subsequent loss of trans Rhine Germany.

(ii) **Nero**---candidates may agree or disagree with this statement—if disagreeing—refer to other aspects of his reign such as roles of Seneca and Burrus; quinquennium of his reign when affairs of state were well managed; his killing of Agrippina his mother and Octavia; great fire in Rome and his treatment of the Christians; his extravagance; the conspiracy of Piso; if agreeing—refer to Nero's love of the arts in general; appearance in public as a charioteer and as a musician; organized a group of knights whose task it was to praise the emperors singing and playing; appeared as an actor on stage in Naples; he had bullies at his shows who beat members of the audience who did not applaud with enough enthusiasm.

(iii) **Germanicus**—any two good detailed points—Germanicus was son of Drusus, brother of Tiberius; sent on a mission to Armenia by Tiberius and given the title maius imperium which made him superior to the governors of the eastern provinces; Tiberius sent Piso to keep an eye on Germanicus as he did not have faith in his abilities; any details of Germanicus' mission in the east; stand off between Piso and Germanicus in the east; death of Germanicus and suspicion that Piso had poisoned him. **Livia**—as mother of Tiberius and Drusus she provided Augustus with potential heirs; Livia's barefaced promotion of the interests of her son Tiberius which ultimately secured the emperorship for him; Livia refused to

mourn Germanicus despite the suggestion that Tiberius was involved in his death; she displayed great personal bitterness towards Agrippina, the mother of Nero; her political influence was greatly reduced by Tiberius in her later years—he banned her totally from every aspect of government. **Nerva**—any two detailed points such as Nerva's nomination by the senate; his famous alimenta scheme; his efforts at conciliation of all parties in Rome; his adoption of Trajan as an heir.

5B.

(i)**Livy---life**—an Italian, not a Roman; from Patavium (Padua); born in 59 BC and died in 17 AD; knew Latin as his native tongue; reported to have had one son and one daughter; received the patronage of Maecenas. **Works**— De Re Publica—one hundred and forty two books of which only thirty five have survived; his approach to history—storytelling and political bias; his use of speeches etc. **Ovid—life**—born in 43 BC; from Sulmo in central Italy; description of his early efforts to write poetry; love affairs; member of the smart set in Rome; exile and death. **Works**—Heroides; Epistolae ex Ponto, Tristia---brief descriptions required. **Political background influence on writing**----one good point such as Ovid's exile because of the climate of the day and how his Tristia and Epistolae were affected or Livy's desire to please his patron Augustus and how his history was heavily influenced by this in several ways.....

(ii)**Roman temples**—three temples described in detail with at least one reference to the Greek influence on the design---eg Maison Carree built in 16BC; deep porch; attached columns—pseudoperipteral; Corinthian columns –Greek influence; Temple of Bacchus at Baalbek; Pantheon

(iii)See suggested points under marking scheme above.

