



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2020**

**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 2020---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 two marks (2).*

**A. Translate into Latin:-**

$\frac{1}{2}$   $\frac{1}{2}$  2  $\frac{1}{2}$  2  $\frac{1}{2}$   $\frac{1}{2}$  2  $\frac{1}{2}$   $\frac{1}{2}$  2  
 When Pompey heard what had happened near Oricum, he feared that Dyraccium would be  
 $\frac{1}{2}$   $\frac{1}{2}$   $\frac{1}{2}$   $\frac{1}{2}$  2  $\frac{1}{2}$  1 1 2  
 captured by Caesar. Therefore, to reach that town as quickly as possible, he decided to  
 2 1  $\frac{1}{2}$   $\frac{1}{2}$  1 2  $\frac{1}{2}$  1  $\frac{1}{2}$   
 advance with his troops immediately. When his scouts reported that Caesar's forces were also  
 2  $\frac{1}{2}$  1 1  $\frac{1}{2}$   $\frac{1}{2}$   $\frac{1}{2}$  2 1  $\frac{1}{2}$  2  
 approaching, Pompey's soldiers were so terrified that they threw down their arms and prepared  
 2  $\frac{1}{2}$  1  $\frac{1}{2}$  1  $\frac{1}{2}$  2  $\frac{1}{2}$   $\frac{1}{2}$  2  $\frac{1}{2}$  2  $\frac{1}{2}$  2  
 to flee from the camp. However, the officer Labienus begged them to remain and fight and said  
 $\frac{1}{2}$  2  $\frac{1}{2}$  2 1  $\frac{1}{2}$  1  $\frac{1}{2}$  1  
 that they should never abandon their commander, Pompey. Encouraged by these words, the  
 1 2 1  $\frac{1}{2}$  2 2  $\frac{1}{2}$  1  
 soldiers took up their arms and vowed to fight bravely for their leader.

**Or**

**B.**

- (i) With his writing tablets and books, in most pleasing peace **(4+3 any two)**
- (ii) Because the games were on **(4)**
- (iii) Pliny has very little interest in the games **(4)**
- (iv) The games contain nothing new or different and it is enough to have seen them once **(4+4 any two)**
- (v) That they want to see the horses running again and again **(5)** and the men standing on the chariots **(5)**
- (vi) If the people spectators were interested in the speed of the horses **(4)** or the skill of the men **(4)**
- (vii) The crowd would shout the names of those whom they recognised from afar (by their colours) **(10)**
- (viii) The common mob **(4)** men of a serious disposition **(4)**
- (ix) That he is not interested in this activity (pleasure) **(6)**
- (x) Yes—because he considers supporting colours of the charioteers to be a mindless activity **(5)** he considers the pursuit of reading to be a superior activity **(5)** (any two points as long as supported by text)

**Q2. A (130) Translate any two passages:**

- (i) concurrent.....suscipiunt 7/fugit.....Arruns 6/ laetitia.....metu 3/ nec.....audet 10/  
ac.....sequantur 7/ continuo.....altos 6 / haud.....Arruns 7/ contentusque.....armis 6/  
illa.....trahit 4/ ossa.....mucro 9.
- (ii) me.....aquarum 7/ iam.....putes 6/ quantae.....valles 7/ iam.....putes 6/ quocumque.....aer 7/  
fluctibus.....minax 6/ inter.....venti 7/ nescit.....maris 6/ nam.....ortu 7/ nunc.....adest 6.

**B.**

- (i) Romani.....nudaverant 9/ tamen.....obiciebatur 8/ et.....erant 4/ itaque.....instituit 7/ et....hostem  
12 / cumulus.....fuit 5/ pavidi.....instituunt 8/ ubi.....poterat 7/ silentio.....captabant 5.
- (ii) Postquam.....adsentiebatur 7/At.....habuit 6/Bene.....diseruit 6/Longe.....reputo 12/ Caesar.....ne  
10/ si...eripiantur 8/ Quasi.....Italiam 8/ aut....sunt 8.

**Q3 A. (i) (60) Translate**

Tum.....erat 11/ Equi.....augebant 9/ territi.....facerent 8/ multos.....armatos 8/ sed.....continuit 9/  
ne.....traduxisset 10/ decurrit.....auxit 5/.

**(ii)(30) Answer any three questions**

- (a) 4+3-sources;+3—compare.  
(b) 4 + 3—arguments; +3---account.  
(c) 4 +3—description; +3—effect.  
(d) (3+2) + (3+2)  
(e) 5 +5

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

**3A.**

- (a) **Livy's use of sources:** Livy's use of sources is frequently criticised as a weakness in his history; he tended to accept sources at face value and seemed to make few attempts to verify their accuracy; others say that Livy chose his sources wisely to portray his patriotic view of Rome. **Modern historians** have far easier access to sources than Livy had; they also frequently quote several sources leaving the reader free to develop his/her own version of the truth.
- (b) **Hannibal crossing the Alps:** he reminded his men that they had already completed many victorious campaigns especially in Spain; when they began their march they believed that nothing was impossible for them; they have already achieved so much—crossed the Pyrenees, the Rhone; they are now within sight of Italy. **Believable**—yes or no as long as a reason is given.
- (c) **Hannibal's vision at the Ebro:** in a dream he saw a god-like youth who said that he had been sent by Jupiter to guide Hannibal; Hannibal was to follow the youth and not to let him out of sight..... Hannibal was greatly gladdened by this vision and went forward with confidence.
- (d) **Cornelius Scipio:** he sailed with sixty war ships to Marseilles when a Gallic war was threatened; there he disembarked his troops and waited for Hannibal; he sent out a force of three hundred cavalry to discover where Hannibal was. **Manlius:** was a Roman praetor who was sent to Gaul with a strong detachment; he was later ambushed near Mutina and lost at least

five hundred men in battle with the Gauls. **Hanno:** son of Bomilcar; was sent by Hannibal upstream on the Rhone to ascertain a suitable crossing place; he crossed the river and then led his men behind the Roman troops, ready to attack.

- (e) **Gauls:** Hannibal felt that he ought not to trust them; Romans believed that the Gauls were fickle and unreliable and needed to be won over with gold.

### 3B. (i) (60) Translate

at..... increpuit 5/ sequitur.....remugit 3/ accelerant.....Volsci 4/ et.....vallum 4/ quaerunt.....muros 4 /  
qua.....viris 6/ telorum.....contis 6/ adsueti .....bello 4/ saxa.....pondere 3/ si....perrumpere 3/  
cum.....casus 6/ nec.....ingens 4/ immanem.....ruuntque 4/ quae.....tegmina 4.

### (ii)(30) Answer any three questions

- (a) 5+ 5
- (b) 5+5
- (c) 4+3—characteristics; + 3 for example of epic.
- (d) (3+2)+(3+2)
- (e) 5+5

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

- (a) **The Rutulians** were an ancient Italian people; their king Latinus had promised the hand of his daughter Lavinia to Turnus in marriage; when the Trojans arrived in Italy, Latinus was ordered by the gods to give his daughter to a foreigner—he decided to give her to Aeneas; Turnus was enraged.
- (b) **Concept of a hero in the Aeneid**—a hero in the Aeneid is a man who is dedicated to his country and people, stays loyal to the gods and also his responsibilities; any two examples from Book IX—such as behavior of Euryalus or Ascanius.
- (c) **Epic Poem:** the action includes great deeds of bravery; there are supernatural forces involved—gods; the hero is outstanding; Book IX—any point showing role of gods or heroic qualities of any of the characters or any other relevant points.
- (d) **Hector:** son of Priam and Hecuba; Trojan hero; was ultimately killed by Achilles. **Dido:** queen of Carthage; was married to Sychaeus; showed Aeneas around Carthage when he arrived; fell in love with Aeneas. **Unfinished lines in the Aeneid:** there are many unfinished lines in the Aeneid; either they were left to be completed or they may have been intended to break the monotony of the hexameter and to mark dramatic pauses.
- (e) **Violence in Aeneid:** the ferocity displayed by Turnus during the attack on the Trojan camp; bravery of Nisus and Euryalus in their mission; horror and savagery of the slaughter carried out by both of them; the self sacrifice carried out by Nisus to save his friend.

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

(ii)(2+1+1) to max of 10. (2+2 for gaudeo) (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); character—one good point -6.
- (ii) Discussion on Flavians—at least two ( 7+6+6). Most lasting legacy (6)
- (iii) (7+6) + (6+6)

**B.**

- (i) Life 4+3+3. Works 4+3+3. Glimpse –one good point- 5
- (ii) 9 +8 +8 –must refer to both themes and techniques.
- (iii)
  - (a) 5+4+4
  - (b) 4+4+4
  - (c ) 4+4 ---characteristics; +4—function.

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

**5A.**

- (i) **Augustus—social reforms:** three detailed points discussed on any social reforms such as: the legislation to encourage marriage; laws to check the emancipation of slaves; revival of the state religion; the Ludi Saeculares; his use of writers to improve moral standards. **Character of Augustus:** Any one point on character such as: he believed in the importance of living a good life showing respect for traditions and high moral standards—discussion of this or similar.
- (ii) **Flavian emperors**—discussion on any of the achievements of at least two of the Flavian emperors such as: **Vespasian**—restored discipline in the army; quashed revolt of Civilis; increased the role of provincials; assisted in spread of Latin language; used role of censor. **Domitian**—defeated Decebalus and signed treaty; arranged invasion of Britain under Agricola; banished informers; wasted money on spectacles and feasting; wasted financial resources. **Titus**—immense popularity, organization of games, bestowing of lavish gifts, way he dealt with disasters of Vesuvius and great fire in Rome. **Lasting legacy**—any point from any of the three emperors described and reason given for selecting it.
- (iii) **Political importance of Praetorian Guard**—any of the political intrigue showed by Prefects of the Guard such as Burrus in reign of Nero or Sejanus in reign of Tiberius; the ability of the guard to proclaim emperors as with Claudius; ability of guard to remove emperors also. **Sejanus**—prefect of the Praetorian guard; persecuted family and friends of Germanicus; conducted a reign of terror while Tiberius was in Capri; plot was discovered and he was thrown off the Tarpeian Rock. **Trajan's character:**—showed his aggression towards the eastern provinces; showed cleverness in manner in which he annexed difficult provinces rather than negotiate peace; showed great strategic ability in his defeat of Decebalus; showed a thorough approach in the way he finally settled the campaigns against Dacia.

## 5B.

(i) **Catullus---life**—any points on life such as birth, love affair with Clodia, relationship with his brother etc. **Works**— any points such as his style of writing, type of vocabulary he used, his failure to be appreciated in his own time, any of his works. **Sallust—life**—born in central Italy, served as quaestor and tribune, struck off the roll of the senate due to his support of Caesar. **Works**—monographs, use of characters in his two works, style of writing, type of vocabulary, contribution to Roman history. **Glimpse of Roman society**—any point on chosen writer such as low moral standards in Catullus' time or political intrigue that affected Sallust'

(ii) **Roman murals**—discussion on points such as: **Techniques**—preparation of the walls for painting using plaster and stucco; use of different bonding agents on walls; colours obtained from mineral and animal dyes; any points on four Pompeian styles. **Themes**—discussion on themes such as battle scenes; mythology; Trojan horse in Pompeii; discussion of any well known examples.

(iii)(a) **Pantheon**—brief discussion on any points—at least one from exterior/interior—such as: disharmony between the portico and the rotunda on external; interior—dome, panels in roof, decoration, floor, alcoves.

(b) **Trajan's Column**-- brief reference ---campaigns against Dacians; detail of siege and other military equipment; dress of soldiers; techniques of relief sculpture employed.

(c) **Basilica**--- reference to---use of cross vaults in construction; construction of the walls; marble floors; use of the arch. Function---general purpose building for markets etc.

