



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2021

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 Certificate Latin Higher Level 2021
Marking Scheme**

Q1. 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 (½) to two marks (2).

A. Translate into Latin:

$\frac{1}{2}$ $\frac{1}{2}$ 1 1 1 1 $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ 1 $\frac{1}{2}$
 When the Roman citizens heard the news, they were so disturbed that the consul, who had
 1 $\frac{1}{2}$ 1 $\frac{1}{2}$ 2 1 $\frac{1}{2}$ 2 1 1 1
 come to the city to find money, immediately fled from Rome. The messengers had announced
 1 $\frac{1}{2}$ 2 1 $\frac{1}{2}$ 1 $\frac{1}{2}$ 1 2 $\frac{1}{2}$
 that Caesar was already approaching Rome with his army and that his enemies should quickly
 2 1 1 1 $\frac{1}{2}$ 1 2 $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ 1 1
 leave the city. The people feared that Caesar would kill all those who had resisted him the
 $\frac{1}{2}$ 1 $\frac{1}{2}$ 1 2 1 $\frac{1}{2}$ 1 $\frac{1}{2}$ 1 $\frac{1}{2}$ 2 1
 previous year. Some prepared to leave Rome, others gathered in the forum to wait for Caesar's
 1 $\frac{1}{2}$ 1 $\frac{1}{2}$ 1 1 1 $\frac{1}{2}$ 1 $\frac{1}{2}$ 1 1 $\frac{1}{2}$
 arrival. When Caesar finally entered the city, he spared all his enemies and ordered the citizens to
 2 $\frac{1}{2}$ 1 $\frac{1}{2}$ 1 $\frac{1}{2}$ $\frac{1}{2}$ 2 1 $\frac{1}{2}$ 1
 return to their houses without fear and to care for themselves and their children.

OR

B.

- (i) To learn that Calpurnia was worthy of her father (3) her aunt (3) **or** her grandfather (any two)
- (ii) Intelligence (2) thrift (2) love for her husband. (any two)
- (iii) From her love for him (3)
- (iv) She holds or reads them (3) and even learns them (3)
- (v) She is worried before he attends court (4) she is filled with joy when he finishes (4)
- (vi) She sits in a nearby space (4) she remains silent (2) and listens to him being praised (4) (max 8)
- (vii) That the harmony in the marriage will be long lasting (4) and even greater in the future (4)
- (viii) Because his wife doesn't love his body or his age (4) but rather loves his fame (4)
- (ix) Because she was educated by her aunt (4) and taught by her advice (4) **or** saw only good things while with her aunt. (any two)
- (x) Because of the recommendation of him by her aunt (4)
- (xi) Because the aunt gave Calpurnia to him (4) and the aunt gave him to her (4)
- (xii) That Roman marriages may have been arranged ones; a wife should behave respectably (4) **any one of a number of points**

- (A) illi haec inter se dubiis de rebus agebant
certantes/8 : castra Aeneas aciemque movebat./5
 nuntius ingenti per regia tumultu
 ecce ruit,/8 magnisque urbem terroribus implet:/5
 instructos acie Tiberino a flumine Teucros/6
 Tyrrhenamque manum totis descendere campis./7
 extemplo turbati animi, concussaque vulgi
 pectora,/8 et arrectae stimulis haud mollibus irae./5
 arma manu trepidi poscunt/4 ; fremunt arma iuventus ;/4
 flent maesti mussantque patres./5
- (B) certus es ire tamen miseramque relinquere Didon,/7
 atque idem venti vela fidemque ferent?/6
 certus es, Aenea, cum foedere solvere naves,/7
 quaeque ubi sint nescis Italia regna sequi?/6
 nec nova Carthago nec te crescentia tangent
 moenia/8, nec sceptro tradita summa tuo?/5
 facta fugis, facienda petis/4: quaerenda per orbem
 altera, quaesita est altera terra tibi./9
ut terram invenias, qui eam tibi tradet habendam?/7
 quis sua non notis arva tenenda dabit?/6
- (C) Nec diu in pacto mansit /3 nam inde ab Carthagine allatum est,/3 ut Hasdrubal
 primo quoque tempore in Italiam exercitum duceret./6 Quae vulgata res per
 Hispaniam omnium ferme animos ad Romanos avertit/6. Itaque Hasdrubal extemplo
 litteras Carthaginem mittit/6, indicans, quanto fama profectionis suae damno
 fuisset/6 ; si vero inde pergeret, priusquam Hiberum transiret, Romanorum
 Hispaniam fore/7 ; namque praeterquam quod nec praesidium nec ducem haberet,
 quem relinqueret pro se/7, eos imperatores esse Romanos, quibus vix aequis viribus
 resisti possit/7. Itaque si ulla Hispaniae cura esset, successorem sibi cum valido
 exercitu mitterent /7; cui ut omnia prosperare evenirent, non tamen otiosam
 provinciam fore./7
- (D) Nunc homo audacissimus atque amentissimus hoc cogitat./5 Intellegit me ita
 paratum atque instructum in iudicium venire,/5 ut non modo in auribus vestris sed in
 oculis omnium sua furta atque crimina defixurus sim/8. Videt senatores multos esse
 testes audaciae suae/5, videt multos equites Romanos, frequentes praeterea cives
 atque socios/6, quibus ipse insignes iniurias fecerit./4 Videt etiam tot graves ab
 amicissimis civitatibus legationes cum publicis auctoritatibus convenisse/9. Quae
 cum ita sint, usque eo de omnibus bonis male existimat,/5 usque eo senatoria iudicia
perdita profligataque esse arbitratur, ut hoc palam dictitet/8, non sine causa se
 cupidum pecuniae fuisse, quoniam in pecunia tantum praesidium experietur esse/10

A. (i) Translate into English (60)

Mago proximae silentio noctis profectus, quantum pati viae per vulnus poterat itineribus extensis, ad mare in Ligures Ingaunos pervenit/**10**. Ibi eum legati ab Carthagine paucis ante diebus in sinum Gallicum appulsis navibus adierunt, iubentes primo quoque tempore in Africam traicere:/**12** id et fratrem eius Hannibalem-nam ad eum quoque isse legatos eadem iubentes-facturum;/6 non in eo esse Carthaginiensium res, ut Galliam atque Italiam armis obtineant./6 Mago non imperio modo sentaus periculoque patriae motus sed metuens etiam, ne victor hostis moranti instaret,/**7** Liguresque ipsi, relinqui Italiam a Poenis cernentes, ad eos quorum mox in potestate futuri essent deficerent,/**7** simul sperans leniorem in navigatione quam in via iactationem vulneris fore et curationi omnia commodiora,/6 impositis copiis in naves profectus, vixdum superata Sardinia ex vulnere moritur./6

(ii) Answer any three of questions (a), (b), (c), (d), (e). (30)

- (a) 5 + 5
- (b) 5 + 5
- (c) 5 + 5
- (d) (3 + 2) + (3 + 2)
- (e) 5 + 5

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

(a) Two points, such as---the surrender of all prisoners, deserters and refugees; the withdrawal of the armies from Italy and Gaul; ceasing all wars against Spain.

(b) Two points such as---Livy's powers of description, his ability to create drama-- with reference to at least one story from Book XXX.

(c) Two points such as---Hannibal groaned and gnashed his teeth; complained that the Carthaginian senate and not the Romans had defeated him.

(d) **Syphax**: two points such as ---king of Numidia; initially favoured the Romans in the Second Punic War; was the father of Sophonisba; died in prison in Italy. **Laelius**: two points such as---he was a Roman general and politician; he defeated the Numidian, Syphax; he accompanied Syphax to Rome to arrange peace terms. **Hasdrubal**: two points such as---commanded a Carthaginian army in Spain; in Africa he relieved the siege of Utica; he was later accused of treason and committed suicide.

(e) Any two points such as---uses speeches to mark a crisis; to illuminate a character; to state both sides of a situation –reference to at least one speech from Book XXX.

B. (i) Translate into English (60)

in somnis, ecce, ante oculos maestissimus Hector
visus adesse mihi, largosque effundere fletus,/8
raptatus bigis, ut quondam, aterque cruento
pulvere, perque pedes traiectus lora tumentes./8
hei mihi, qualis erat ! quantum mutatus ab illo
Hectore, qui redit exuvias indutus Achilli,/8
vel Danaum Phrygios iaculatus puppibus ignes !
squalentem barbam, et concretos sanguine crines,/8
vulneraque illa gerens, quae circum plurima muros
accepit patrios/6. ultro flens ipse videbar
compellare virum, et maestas expromere voces:/6
'o lux Dardaniae, spes o fidissima Teucrum,
quae tantae morae/6 ? quibus Hector ab oris
expectate venis /4? ut te post multa tuorum
funera, post varios hominumque urbisque labores
defessi aspiciamus/6

(ii) Answer any three of questions (a), (b), (c), (d), (e). (30)

- (a) Impression ex 10
- (b) 5+5
- (c) 5+5
- (d) 5 + 5
- (e) (3+2) + (3+2)

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

- (a) Hector tells Aeneas that Troy is doomed and nothing can be done to save it; he advises Aeneas to take his household gods and seek out a new home which he will establish when he has travelled over many seas.
- (b) Any two points such as ----bravery as he leads his men into the burning Troy; pragmatism as he accepts the advice of Hector and prepares to leave.
- (c) Any two points referring to Book 2 such as----the sheer drama of the story being told by Aeneas as the listener doesn't know how the battle for Troy will end; the storytelling ability of Virgil as displayed in the story of Sinon or that of Laocoon.
- (d) Any two points such as--- the stealing of the Palladium by Diomedes and Odysseus so that Troy could no longer rely on its protection; Cassandra was cursed by the god Apollo that although she would always prophesy truly she would never be believed—she advised against bringing the wooden horse into Troy; serpents sent to kill Laocoon by Pallas Athene.
- (e) **Tritonia** two points such as---refers to Pallas Athene; she was the daughter of Poseidon and nymph of lake Tritonis. **Palladium** any two points such as---image of Pallas; safety of city of Troy depended on its presence there; stolen from Troy by Diomedes and Odysseus. **Vesta** any two points such as----goddess of the household and family hearth; connected to the Penates; kept burning in her temple in Rome. **Diomede**, any two points such as---son of Tydeus; became king of Argos; was at siege of Troy with eighty ships; was helped by Pallas Athene against Hector and Aeneas.

Q4. Answer any two of parts (i), (ii), (iii).

[20]

(i) (a) or (b) $4 + 3 + 3$ (10)

(ii) $(2 + 1 + 1)$ each for any three verbs to max of 10. (2 + 2 for moror) (10)

(iii) Metre 2 marks. Minus 2 each for any wrong syllables (8) (Sapphic) (10)

Q5. Answer any two of the six parts (i) — (vi)

[50]

(i) Three points ($7 + 6 + 6$); treatment of Tiberius — one good point 6 marks.

(ii) Discussion ($7 + 6 + 6 + 6$); at least one point on shaky start

(iii) $(7 + 6) + (6 + 6)$ on any two

(iv) Life $4 + 3 + 3$; Works $4 + 3 + 3$; Why author is one of the greatest 5

(v) $9 + 8 + 8$ for reference to worship, entertainment and glory of Rome (one each with reference to examples)

(vi) Answer any two of the parts (a), (b), (c)

(a) Identify mosaic 2; methods $6 + 5$

(b) Construction of aqueducts 5; their function 5; one other example 2/3

(c) Name site 2/3; two features of site $5 + 5$.

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

- (i) **Augustus**—Three points—details on any three of—The selection of his grandsons, Gaius and Julius, sons of Agrippa and Julia; interim selection of their father Agrippa as the heir designate while the boys were too young; his intention to also mark his stepsons Drusus and Tiberius as possible heirs until his grandsons came of age; students must outline what happened to each of these heirs chosen by Augustus.
Treatment of Tiberius—one point in detail such as—his nomination as possible heir, being made to divorce his wife by Augustus and marry Julia his own daughter; even still, Augustus intended that Tiberius only guard the Principate until his grandsons could take over; only after his grandsons died, did Augustus turn to Tiberius as an heir but even then Augustus adopted his surviving grandson making it clear that he did not want Tiberius to remain as Princeps for long.
- (ii) **Claudius**—One point to indicate shaky start to the reign such as—the manner of his accession to power; he gave an overly generous donative to the soldiers and set a dangerous precedent; he showed far too much respect for the senate. Then, any three important developments/achievements outline in some detail----foreign policy and conquest of Britain; extension of Latin rights and Romanization of provinces; centralization of the civil service; his attempts to establish the succession.

- (iii) **Burrus**—two detailed points such as—his role in government under Nero; his involvement after the death of Agrippina; role as Prefect of Praetorian Guard; death, possibly from poison.

Titus---any two points on his character such as —loyalty to empire during his many military campaigns; his generosity to the ordinary people of Rome; his care for those in trouble as seen after destruction of Pompeii and Herculaneum and the great fire in Rome.

Delatores: any two points on their role such as ---how they prospered under Tiberius; reason for their development-absence of a public prosecutor; rewards granted to delatores; attempts made to limit their influence.

Vitellius—any two points such as---his involvement in the battle of Cremona; the manner of his nomination as emperor; his failure to control his troops; his brief uninspiring period of rule in Rome.

- (iv) **Virgil/Cicero**-----Any three points on the life of either with a small amount of detail provided; three points on the works of the chosen author to include a brief description of a work or an account of the poetic/prose style etc.; one reason why chosen author is considered to be one of the greatest such as—Virgil’s ability to relate a story as seen in the Aeneid or Cicero’s ability as a writer on philosophy or reference to any of his many speeches or a brief account of the influence of either writer on later generations.

- (v) **Architecture**—any three examples including places of entertainment, worship and the greatness of Rome—such as—theatres, amphitheatres, temples, forum, arches, columns etc.

- (vi) (a) Identify Battle of Isus and brief description of any two techniques such as opus sectile and opus tessellatum.
(b) Any point on the construction of aqueducts such as the techniques used to maintain flow from the source or the use of the arch; any point about the function of aqueducts such as the amount of water provided to Rome or the many uses for the public water supply in Roman cities. Finally name any other aqueduct such as the Pont du Gard.
(c) Identify the Roman Forum. Write on any two of its features such as the Arch of Titus and the Curia.

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