



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2023

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.

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.

$\frac{1}{2}$ 1 1 2 1 2 $\frac{1}{2}$
 In the morning, the commander of the fleet saw the enemy approaching in the distance. He
 $\frac{1}{2}$ 2 1 $\frac{1}{2}$ 2 $\frac{1}{2}$ 2 1 $\frac{1}{2}$ 1
 immediately called together the sailors and ordered them to prepare to fight the enemy.
 $\frac{1}{2}$ $\frac{1}{2}$ 1 2 1 1 2 $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ 2
 However, when the men saw the enemy fleet, they were so terrified that they were unwilling to
 2 1 1 2 $\frac{1}{2}$ $\frac{1}{2}$ 2 $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ 2
 seize arms. The commander was very angry and spoke to his men as follows: "Unless you prepare
 1 $\frac{1}{2}$ 1 $\frac{1}{2}$ $\frac{1}{2}$ 1 2 $\frac{1}{2}$ 2 $\frac{1}{2}$
 to attack the enemy without delay, the Roman people will believe that you are traitors". The
 1 2 $\frac{1}{2}$ $\frac{1}{2}$ 1 $\frac{1}{2}$ 2 1 $\frac{1}{2}$ 2 2 $\frac{1}{2}$
 sailors were disturbed by these words and asked their tribunes what they should do. Finally, the
 1 2 2 1 $\frac{1}{2}$ $\frac{1}{2}$ 2
 men decided to take up arms and then they advanced.

B. Indicative Answers:

- (i) Woman of an advanced age **(3)**; mother of Coriolanus **(3)**
- (ii) Her two young/small sons **(4)**
- (iii) Because the men were not able to defend it **(4)**; with tears and prayers **(4)**
- (iv) That a large crowd of women were present (in the camp) **(4)**
- (v) He was firmly (more obstinate) against their tears **(6)**
- (vi) That his mother, wife and children were present **(4)**; he ran to embrace his mother **(4)**
- (vii) She turned from prayers to anger **(6)**
- (viii) Whether she had come to an enemy or her son **(5)**; whether she was a prisoner or his mother in the enemy camp **(5)**
- (ix) They shed tears **(4)**
- (x) He was broken/moved by their tears (for their native land) **(6)**
- (xi) He embraced them and sent them home **(4)**; he moved the camp from the city **(4)**
- (xii) He (Coriolanus) lived to be an old man **(5)**

Q2. Translate one passage from A and one from B:

[130]

Each mark allocation represents a complete unit of meaning to be translated, most often it is a full sentence.

- Full marks are awarded per unit of meaning based on demonstrating thorough understanding of syntax and vocabulary.
- Partial marks are awarded based on demonstrating sufficient understanding of vocabulary and grammatical function of individual words and phrases within the wider unit of meaning.

A. (i)

hastam alii galeamque ferunt;/4 nam cetera Turnus
victor habet./4 tum maesta phalanx Teucrique sequuntur/6
Tyrrhenique omnes et versis Arcades armis./6
postquam omnis longe comitum processerat ordo,/7
substitit Aeneas, gemituque haec addidit alto:/6
'nos alias hinc ad lacrimas eadem horrida belli
fata vocant:/9 salve aeternum mihi, maxime Palla,
aeternumque vale.'/7 nec plura effatus ad altos
tendebat muros/6 gressumque in castra ferebat./4
iamque oratores aderant ex urbe Latina./6

A. (ii)

ipse tridente suo terram percussit,/7 at illa
intremuit motuque vias patefecit aquarum./9
exspatiata ruunt per apertos flumina campos/8
cumque satis arbusta simul pecudesque virosque/8
tectaque cumque suis rapiunt penetralia sacris./9
si qua domus mansit potuitque resistere tanto
indeiecta malo,/10 culmen tamen altior huius
unda tegit,/7 pressaeque latent sub gurgite turres./7

B. (i)

Senatum in aedem Iovis convocavi,/4 quod domi meae paene interfectus eram,/4 et rem omnem
senatoribus narravi./4 Tum huc Catilina venit./2 Quis senator eum appellavit?/3 Quis salutavit?
Quis eum non ut ferocissimum hostem aspexit?/6 Principes etiam senatus partem illam
subselliorum, ad quam ille accesserat, inanem reliquerunt./10

Quaesivi a Catilina utrum in nocturno conventu apud M. Laecam fuisset necne./8 Cum ille,
homo audacissimus, primo silens mansisset, ego cetera docui./6 Dixi enim quid ea nocte
egisset,/4 quid in proximam noctem constitueret,/4 quomodo ratio totius belli ab eo parata
esset./4 Quaesivi quid dubitaret proficisci eo et quo iam fugere pararet./6

B. (ii)

Deinde ubi dies advenit et Boccho nuntiatum est Jugurtham haud procul abesse, /8 cum paucis amicis et quaestore nostro procedit in tumultum facillimum visu omnibus /8. Eodem Jugurtha cum plerisque aliis inermis, ut imperatum erat, /6 accedit ac statim signo dato undique ab insidiis invaditur. /4 Ceteri occisi, Jugurtha Sullae vinctus traditur et ab eo ad Marium deductus est. /7 Per idem tempus adversus Gallos ab ducibus nostris male pugnatum est. /7

Quo metu Italia omnis contremuit. /3 Postquam bellum in Numidia confectum est et Jugurtham Romam vinctum adduci nuntiatum est, /10 Marius consul absens factus est et ei decreta est provincia Gallia. /7 Eo tempore spes civitatis in illo sita est. /5

Q3 A. (i) Translate

(60)

Ab eodem imperatore classem magnam et ornatam, quae ducibus Sertorianis ad Italiam studio inflammata raperetur, superatam esse atque depressam; /10 magnas hostium praeterea copias multis proeliis esse deletas patefactumque nostris legionibus esse Pontum, /8 qui antea populo Romano ex omni aditu clausus fuisset; /5 Sinopen atque Amisum, quibus in oppidis erant domicilia regis, omnibus rebus ornatas ac refertas ceterasque urbes Ponti et Cappadociae permultas uno aditu adventuque esse captas; /12 regem spoliatum regno patrio atque avito ad alios se reges atque alias gentes supplicem contulisse; /7 atque haec omnia salvis populi Romani sociis atque integris vectigalibus esse gesta. /6 Satis opinor haec esse laudis, atque ita, Quirites, ut hoc vos intellegatis, a nullo istorum, qui huic obtrectant legi atque causae, L. Lucullum similiter ex hoc loco esse laudatum. /12

(ii) Answer any three questions

(30)

- (a) 4+3+3 **or** 5+5 for more detailed points
- (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

3A. (ii)

- (a) Mention of **three** of the four qualifications listed by Cicero in Chapter 28—knowledge of military science; natural ability; prestige; good luck.
- (b) **Two points**—Mithridates left behind a vast store of gold, silver, works of art; some of these he had inherited from his ancestors; others he had plundered from all of Asia; he is reputed to have dropped bags of gold along the roads to slow down his pursuers; he was welcomed in his flight by Tigranes.
- (c) **Two examples**—how Cicero opens the speech describing his own dedication to looking after his friends for many years through law cases; how Cicero refers to the fact that he was elected praetor three times and topped the poll each time; in speaking of Lucullus, Cicero points out that his words will be genuine and ascribe Lucullus only true fame—i.e. Cicero is pointing out that he is to be trusted.

LC Latin Higher Level Marking Scheme 2023

- (d) **Two points**—tax collectors were being prevented from collecting by actions of Mithridates; he had massacred Roman citizens throughout Asia; Rome feared that Mithridates would invade other Roman territories; Roman allies were under serious threat from the expansionist policies of Mithridates.
- (e) **Two points on any two (3+2)+(3+2):**
Sertorius: one of Rome's best generals; went to Spain as commander of the forces of Marius; organized a revolt in Spain/Portugal; fought against Rome there for eight years; was murdered by his lieutenant, Perpenna.
Medea: daughter of Aeetes, king of Colchis; famous for being a magician; helped Jason obtain the golden fleece; fell in love with Jason; killed her own children in revenge for Jason's betrayal of her.
Equites: members of the ordo equester they were wealthy businessmen; owned companies which collected taxes throughout the empire; wore a gold ring, purple band on their togas and sat behind the senators in the theatre.
Lucullus: served as quaestor with Sulla; became consul in 74 BC and fought against Mithridates; was replaced in this command and returned to Rome to live a life of luxury.

3B. (i) Translate

(60)

at pius Aeneas, per noctem plurima volvens,/4
ut primum lux alma data est,/3 exire locosque
explorare novos, quas vento accesserit oras,/6
qui teneant—nam inculta videt—hominesne feraene/5
quaerere constituit sociosque exacta referre,/4
classem in convexo nemorum sub rupe cavata/5
arboribus clausam circum atque horrentibus umbris
occult;/6 ipse uno graditur comitatus Achate,/4
bina manu lato crispans hastilia ferro./4
cui mater media sese tulit obvia silva,/5
virginis os habitumque gerens et virginis arma
Spartanae,/6 vel qualis equos Threissa fatigat
Harpalyce/4 volucremque fuga praevertitur Hebrum/4

(ii) Answer any three questions

(30)

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

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

3B (ii)

- (a) **Two points**—why have my Trojans suffered so much?; why are they barred from the whole world on account of Italy?; what end do you set to their toils?; did you not promise that from the Trojans would come leaders who would rule over land and sea?; is destroying our ships in a storm to be the reward you promised to the Trojans?
- (b) **Two points: Purpose** of simile in Book 1—mainly ornamental in that it brings to mind a picture of a speaker quelling the crowd in a riot situation. **Effect**—can be argued that the effect is to create greater understanding for the reader in this example—the god calming the storm is not unlike the effect of a good speaker on a rioting mob—a calming influence. Must refer to at least one simile in Book 1.
- (c) **Two points**—effect of the storm winds on Aeneas—he wishes he had died in the siege of Troy; ships are wrecked and driven onto shores; sea is covered with wreckage; sailors drowned by storm.
- (d) **Two points**—can be frightened and begin to lose hope as when the storm threatened his safety and that of his fleet; he can also be strong in a crisis as he encourages his men after the storm and points out that they have survived worse difficulties; he shows that he can overcome his own grief at the loss of some of his comrades and drives his men forward.
- (e) **Two points on any two (3+2)+(3+2):**
Ajax: one of the heroes of the Greek army at Troy; tried to attack Cassandra during the siege of Troy; was wrecked on the voyage home from Troy and swam ashore; was later drowned by Neptune when he became boastful.
Diomedes: son of Tydeus; one of bravest of the Greek army; attacked and wounded Mars who was helping the Trojans; fought in single combat against Aeneas and wounded him.
Ceres: an Italian goddess identified with Demeter; goddess of corn bearing earth and farming; daughter of Saturn; mother of Proserpina.
Neptune: god of the seas; when he sees the storm in Book 1 he calms the seas and admonishes the winds strongly and sends them back to their master Aeolus; he states that Aeolus may rule in his cave but the sea is the domain of Neptune.

Q4. Answer parts (i), (ii) and (iii) **(30)**

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

(a) **caelo** = Ablative after *sub*; **iactemur** = Subjunctive in Indirect Question;
doceas = Jussive Subjunctive.

(b) **Romae** = Locative case; **solutione**=Ablative in Ablative Absolute;
concidisce= Infinitive in Indirect Speech.

(ii) (2+1+1) for each verb (utor:2+2), to max of 10. **(10)**

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

Q5. Answer **three** questions.

(75)

- (i) (5+5+5+5+5) —very brief points; **or** (7+6+6+6) —four good points; **or** (9+8+8)—three more detailed points; **or** (13+12)—two very detailed points.
- (ii) (9+8+8)—one point referring to each of the three aspects in the question.
- (iii) (7+6), (6+6)—two good points on any two.
- (iv) Life (4+3+3), Works (4+3+3); Relationship with Augustus (5)
- (v) (13 +12) **Or** (7+6+6). Reference to at least one temple must be provided for full marks.
- (vi)
 - (a)(4/5 + 4) for description + (2+2) for **two** references to picture
 - (b) (6/7) for **three** themes; (4) one method (2) one reference to picture
 - (c) (2) – for name (4/5+3+3) –three points on Roman history

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

5.

(i) **Augustus: Government**—way Augustus maintained outward semblance of a republic—purple edged toga, no insignia, modest house, citizen-like in every possible way, elections held; Augustus became the supreme power in the city; senate gradually transferred a range of powers to him; officially designated Pater Patriae and also Pontifex Maximus; any other points about the administration of Augustus. **Law**—many legal practitioners began to come from the equestrian class or even lower classes; jury trials were favoured although not always used; Augustus tried to legislate people into marriage—unmarried people were penalized in a number of ways such as being barred from receiving inheritances; unfaithfulness in marriage became a public crime; Augustus also legislated to check the emancipation of slaves which was increasing. **Architecture**—many new structures in the Forum initiated by Agrippa; new Forum Augusti with temple of Mars Ultor; baths on the site of the current Pantheon; Ara Pacis; theatre of Marcellus. Any further buildings from Augustan era or points on style or construction of these buildings. **Religion:** Augustus was conservative when it came to religion; generally disapproved of foreign religious cults although he tolerated the Jews; as Pontifex Maximus he carefully supervised the worship of Vesta; converted the Ludi Saeculares into a festival of thanksgiving. **Social Norms:** Augustus tried to improve the moral standards of the time; employed writers to make Romans proud of their heritage; women began to play more important roles in society; they were educated to a higher level than before; frequent gladiatorial shows and races in Circus; marriage; divorce.

(ii) **Nero: Influence of others**—role of Agrippina and Seneca, Tigellinus and Burrus; ways in which Nero dealt with influence from others as his reign developed. **Own Desires**—killing of Britannicus and others during his reign; passion for horse racing and musical performances; went on a tour of Greece and sang and played at numerous festivals; **Madness:** manner in which he had his mother killed; building of the domus aurea on land cleared by the great fire in Rome which had previously been occupied by the poor; forced many people to commit suicide if accused of the flimsiest crimes.

(iii) **Sextus Pompeius:** son of Pompey the Great; given command of the remains of Caesar's ships after his death; took possession of Sicily; began to intercept the grain supplies for Rome; also captured Sardinia; defeated by Agrippa in battle of Naulochus and later killed by soldiers of Anthony.

Capture of Judea: Pompey had partially captured Jerusalem which had been under Greek rule for years; Years later the Jews revolted against Roman rule and took back control of Jerusalem; Jerusalem was besieged by the Romans under the leadership of Titus in 66AD; population was cut off from food supplies and were starving; the Romans killed large numbers of the population and the Great Temple was burned; some of the details of the sack of the city have been preserved in the relief sculptures on the Arch of Titus which was constructed by his brother, Domitian.

Emperor Worship: probably started with the death of Julius Caesar; worship or cultus of a living emperor showed respect for his office and its work; emperor worship was separate from the worship of the official deities; an emperor could be voted divine status by the senate after his death; Augustus discouraged his worship in Rome but it was common in the provinces; Nero demanded that he be worshipped as a god even in Jerusalem to the great annoyance of the Jews; after Nero's death, Vespasian made sure that Nero was not made a god by the senate.

Vitellius: became emperor in 69AD after battle of Cremona; called himself the German Emperor; arrived in Rome and dedicated himself to debauchery; drove the treasury to bankruptcy; his authority was quickly challenged by troops in many parts of the empire.

Nerva: came from an undistinguished family; well versed in administration and had great courage; had little status with the army; was too old to reign; adopted Trajan as coregent thereby initiating a system of regulation of succession which lasted for many years.

(iv) **Livy: life**—born in Padua in 59 BC; spent most of his life in Rome; had one son and one daughter; also wrote poetry; thrived under the patronage of Maecenas; died in 17 AD. **Works**—any points about the content, style of *Ab Urbe Condita*; points of strengths and failings in Livy's work.

Ovid: life—born in Sulmo in 43BC; studied in Rome and Athens; father wanted him to enter public service; married three times; spent final years in exile. **Works**—any works described; his poetic style.

Relationship with Augustus: Livy—most positive; under patronage; wrote to glorify Rome. **Ovid**—banished by Augustus; pleaded to be allowed return to Rome.

(v) **Temples: construction/design**—raised upon a lofty platform; deep colonnaded porch; very little attention to the sides of temples and almost no attention to the rear; peripteral and pseudo peripteral; round and rectangular; design of interior; use of marble and concrete; influence of Greece and Etruria.

Practical function—processions frequently started or ended at temples; some object might be stored in the temple and brought out to the porch for display or use; open air sacrifices frequently held on steps of temples; image of the deity to whom the temple was dedicated held inside; augury on the temple steps; many religious festivals.

(vi) (a) **Portrait Sculpture:** naturalism/realism of the Etruscans; Greek heroic influence; expressiveness of the face, *gravitas*; refer to photo.

(b) **Themes** such as mythology, nature, warfare; techniques described, such as *opus vermiculatum* or *opus tessellatum*; refer to photo.

(c) **Trajan's Column:** refer to battle scenes/siege equipment/soldiers' armour/bridge building etc.

