



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2024

Marking Scheme

Classical Studies

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.

Online Marking Annotations

Symbol	Description	Denoting
	Vertical Wavy	A page/ section without candidate material has been seen by the examiner
NR	No Response	A full question that has not been not attempted
	Tick (blank)	A page has been read and any candidate material has been considered towards the mark awarded for the relevant question
	X	Incorrect material
	Tick with number	The number of marks awarded (e.g. 5 marks)
	Zero	Zero marks awarded
	Square brackets	Material counted towards each unit of development (point) for Questions 11b - 16
	P1, P2, P3, P4	Each unit of development (point) awarded marks in Questions 11b-16
	Q	The mark for Overall Quality in Questions 11b-16
	Arrow	When a unit of development (point) continues onto an additional or supplementary page in Questions 11b-16
	K	The mark awarded for the RSR Knowledge Descriptor
	A	The mark awarded for the RSR Analysis Descriptor
	E	The mark awarded for the RSR Evidence Descriptor
	OC	The mark awarded for the RSR Overall Coherence Descriptor

Research Study Report 2024: Higher Level Marking Scheme

Section A Rationale & Approach (10 marks)	Good engagement 6 – 10		Basic engagement 0 – 5	
	- Outline of project aim - Link with prescribed topic - Overview of research approach and/or sources **All three points not required for full marks NB: 10 marks, requires specific points related to project		Attempt made to outline aim, link with prescribed topic, or gives an overview of research approach/ sources	
Section B Extended Essay - <i>Knowledge/ Understanding</i> (20 marks)	Very Thorough 16 – 20	Thorough 10 – 15	Basic 5 – 9	Very Basic 0 – 4
	- Synthesis of accurate knowledge that is in-depth, wide ranging, and highly relevant to chosen topic - Demonstrates an excellent understanding of the chosen topic and its broader context within the Classics	- Summary of accurate knowledge that is in-depth or wide ranging, but at times lacks relevance to chosen topic. - Demonstrates a very good understanding of the chosen topic.	- Includes knowledge that indicates attempts at research, but has inconsistencies in accuracy or relevance to chosen topic - Demonstrates a good understanding of the chosen topic at times	- Contains only generic or superficial information related to chosen topic, prescribed topic, or field of Classics - Does not convey an overall understanding of the chosen topic
Section B Extended Essay - <i>Analysis/ Critical thinking</i> (20 marks)	Very Thorough 16 – 20	Thorough 10 – 15	Basic 5 – 9	Very Basic 0 – 4
	- Analysis is logically argued with highly developed points - Demonstrates excellent critical thinking skills	- Analysis is logically argued with developed points - Demonstrates good to very good critical thinking skills	- Analysis is generic and lacks development - Demonstrates critical thinking skills at times	- Attempts at analysis, though mostly unsuccessful - Does not engage with analysis/critical thinking
Section B Extended Essay - <i>Evidence/ Research</i> (20 marks)	Very Thorough 16 – 20	Thorough 10 – 15	Basic 5 – 9	Very Basic 0 – 4
	- Active incorporation of sources, research, evidence into the essay - Sources examined, analysed, used as evidence	Sources included as part of discussion / development of points, where relevant	Sources referred to in essay, where appropriate	Sources included only in bibliography

Research Study Report 2024: Higher Level Marking Scheme

Section C Review & Reflection (10 marks)	Good engagement 6 – 10	Basic engagement 0 – 5
	- Assessment of project - Reflection on significance of research / project - Self-reflection on research / writing process **All three points not required for full marks NB: 10 marks, requires specific points related to project	Attempt made to review research/ writing process or reflect on learning

Overall Coherence <i>Communication & Structure</i> (20 marks)	Very coherent 16 – 20	Mostly coherent 10 – 15	Lacking coherence 5 – 9	Incoherent 0 – 4
	- Very well presented, including an organised structure and command of language that is easy to follow, stays on topic and avoids repetition. - RSR aim mostly achieved. - Satisfies the criteria as stated in the 2024 RSR - A high standard of referencing.	- Generally well presented, with an overarching structure and language that is easy to follow, though could be edited to improve its overall coherence. - RSR aim partially achieved. - Satisfies the criteria as stated in the 2024 RSR Brief.	- At times well presented, with attempts made to apply some structure and an overarching train of thought - Requires more research and drafting to achieve RSR aim. - Satisfies the criteria as stated in the 2024 RSR Brief.	- Poorly presented and lacking in structure to such an extent that the aim of the RSR is not communicated. - Does not satisfy the criteria as stated in the 2024 RSR Brief.

To be noted by examiner:

- Read everything in the RSR before marking anything.
- Be careful not to penalise skillful brevity, nor to reward unwarranted length.

Marking steps:

- 1) Read the full RSR
- 2) Re-read and mark each section of the RSR: Section A, Section B, Section C and Overall Coherence.

Leaving Certificate Classical Studies 2024
Higher Level
Marking Scheme

SECTION A:	STIMULUS QUESTIONS	200 MARKS
------------	--------------------	-----------

- Each question is worth 20 marks.

Q		Marks
1.	(a) 2 marks each: (i) C, D, E, B, A OR (ii) E, D, B, C, A (b) A brief explanation of one term's contribution. 10 marks – full; clear explanation of contribution and fully accurate 7 marks – partial; some explanation of contribution, mostly accurate 4 marks – basic; only describes term, lacking engagement with contribution	10 10
2.	(a) A coherent description of the practice with reference to the image. 1 mark for term: <i>pompa</i> / <i>procession</i> 1 mark for reference to any detail in image Up to 6 marks for description of practice, based on level of details 6 marks full; at least 3 points, fully accurate 4 marks partial; at least 2 points, mostly accurate 2 marks basic; at least 1 accurate point <u>Indicative Material</u> - deceased lying in the centre carried by 9 mourners - flute players and horn blowers lead the pompa - family can be seen behind with slaves - (professional) mourners can be seen pulling their hair and raising their arms - moving corpse to final resting place (b) 12 marks, banded A coherent explanation linking funerals to social status. 11-12: full – very good points, high level of development and use of evidence 8-10: partial - good points, good development / use of evidence 5-7: incomplete -at least one good point made, some development or evidence 1-4: basic - at least one accurate point <u>Indicative Material</u> - use of pompa to display wealth to gain patronage, make connections, rise in status - oration (funeral speech) used to gain political standing and publicity - feasts demonstrated wealth - example from historical funeral (e.g. Mark Antony at Caesar's)	8 12

Leaving Certificate Classical Studies 2024
Higher Level
Marking Scheme

3.	(a) 1 mark each: 1: frieze, 2: capital; 3: caryatid. (b) 1 mark each: Athena, Poseidon, Zeus, Hephaestus, Erechtheus, Cecrops, Boutes, Pandrosus (c) 14 marks, banded A coherent explanation of significance for Athens. 12-14: full – very good knowledge of temple’s role in Athens, good analysis of significance (at least 2 points) 9-11: partial - very good knowledge of temple’s role in Athens, some analysis of significance. 6-8: incomplete - good knowledge, lacking analysis 1-5: basic - at least one accurate point <u>Indicative Material</u> - role in the Panathenaic Festival and housing of cult statue of Athena - the site of the quarrel for patronage of Athens - sacred tree and trident mark - sacred snake of Erechtheus housed there - impressive symbol of Athens power, rebuilding of temple after destruction	3 3 14
4.	(a) 6 marks, 1 mark each name of temple, 2 marks each name of patron. E: Parthenon, Pericles F: Pantheon, Hadrian or Trajan (b) 14 marks, banded A coherent explanation of why the building’s architecture makes it a masterpiece 12-14: full – very good knowledge of architecture, good analysis of why it is a masterpiece (at least 2 points) 9-11: partial - very good knowledge of architecture, some analysis. 6-8: incomplete - good knowledge, lacking analysis 1-5: basic - at least one accurate point <u>Indicative Material</u> Parthenon: <i>Knowledge:</i> entasis, golden ratio 9:4, tapering, leaning inward of stylobate, doric and ionic orders. <i>Analysis:</i> symmetry, optical illusion, perfection of ratio, feat of engineering, blend of ionic and doric, beauty of carvings/sculptures, impressive scale of building.	6 14

Leaving Certificate Classical Studies 2024
Higher Level
Marking Scheme

	Pantheon: <i>Knowledge:</i> dome, sphere inside of dome/rotunda, lighter material at top, oculus, internal arches and vaults of rotunda, size of marble columns, geometric interior features, drains. <i>Analysis:</i> symmetry, optical illusion, perfection of ratio, feat of engineering, blend of square and circular, distribution of weight/ stress, beauty of carvings/sculptures, impressive scale of building.	
5.	(a) 2 marks: (Deus ex) machina or mechane 1 mark: crane (b) 4 marks, based on quality of description 2 marks: actor stands in basket/ is hoisted while crane is turned to lift him up and 2 marks: suspends character above the set to appear as a god or as if in flight (c) 14 marks, banded A clear evaluation, showing understanding of conclusion of tragedy studied 12-14: full – very good knowledge of tragedy, good evaluation using analysis 9-11: partial - very good knowledge of tragedy, some analysis. 6-8: incomplete - good knowledge, lacking analysis 1-5: basic - at least one accurate point <u>Indicative Material</u> <i>Medea:</i> metaphor for Medea’s superiority and Jason’s humiliation; shows gods on her side, allows her to escape to Athens <i>Philoctetes:</i> Heracles as actual deus ex machina, persuades Philoctetes to leave for Troy, acts as a catalyst for Philoctetes’ fate and also for the Trojan War.	2 4 14
6.	(a) A detailed description of the scene shown of the Chorus. 8 marks – full; very detailed description, accounts for entire image. 6 marks – partial; detailed description, specific points 4 marks – incomplete; detailed description, mostly generic points 2 marks – basic; one valid point <u>Indicative Material</u> - chorus or dithyramb at festival of Dionysos - group of men 6, singing and dancing in unison - facing an altar/ thymele to Dionysos or facing an actor in tragedy - lifted arms and legs in motion - masks show similar facial expression or all wear a diadem - similar costumes, description of costumes.	8

Leaving Certificate Classical Studies 2024
Higher Level
Marking Scheme

	(b) 12 marks, banded A clear explanation of the importance of the Chorus, literary and/or societal 11-12: full – very good reasons, high level of development and use of evidence 8-10: partial - good reasons, good development / good use of evidence 5-7: incomplete -at least one reason some development or evidence 1-4: basic - at least one accurate point Indicative Material - act as mediator between audience and action, provide break in the action - moral voice of the play, highlight key themes - entertain with chants and dancing - reflect back to the audience the key message of the play - represent religious significance/ origin of Greek Tragedy - political appointment by archon of choregos, monuments to winners - civic importance, participation by male citizens, honor of winning contest	12
7.	(a) 6 marks, 1 mark for Greek name of each goddess, 1 mark for each valid detail	6
	(b) 2 marks, Judgement of Paris or full description 1 mark, a partial description	2
	(c) 12 marks, banded A coherent discussion of nature / purpose of gods, with evidence from this myth 11-12: full – very good reasons, high level of development and use of evidence 8-10: partial - good reasons, good development / good use of evidence 5-7: incomplete -at least one reason some development or evidence 1-4: basic - at least one accurate point 0: wrong myth Indicative Material - fickle and petty nature of gods; meddle in lives / curry favour of mortals - determine fates of humans, gods are not 'good' or moral, explanation of ills in world - cause the Trojan War, take sides in Trojan war based on this	12

Leaving Certificate Classical Studies 2024
Higher Level
Marking Scheme

8.	(a) Opinion supported by image details and knowledge of text. 6 marks – full; very detailed description 4 marks – partial; detailed description, clear reference to image 2 marks – basic; one valid point, no reference to image Indicative Material <i>Agree:</i> Odysseus' nakedness, Nausicaa stands her ground while maids flee, Odysseus emerges from bushes etc. <i>Disagree:</i> Odysseus not filthy, doesn't attempt to cover nudity, no sign of Nausicaa's washing/ laundry. (b) 2 marks, charisma, intelligence, quick-wittedness, cunning way with words, chivalry, polytropos, etc. (c) 12 marks, banded A clear evaluation, showing understanding of Text A or other scene in <i>Odyssey</i> 11-12: full – very good knowledge of text, good evaluation using analysis 8-10: partial - very good knowledge of text, some analysis. 5-7: incomplete- good knowledge, lacking analysis or good analysis, lacking evidence 1-4: basic - at least one accurate point Indicative Material - Text A: flatters Nausicaa, aware how to win her over, gains help, wins respect - other examples from <i>Odyssey</i>, e.g. Polyphemus, Circe, Calypso. - characteristic demonstrated by other characters, (e.g. Penelope with olive tree)	6 2 12
9.	(a) 2 marks, epic /extended (1 mark) simile (1 mark) (b) 12 marks, banded A clear evaluation, with analysis of two examples from extract 11-12: full – very good evaluation, using analysis of two examples 8-10: partial - good knowledge of text, using analysis of two examples. 5-7: incomplete - good knowledge, refers to at least one example, lacking analysis 1-4: basic - at least one accurate point (c) 6 marks, 2 good points or 1 developed point 3 marks, 1-2 basic points Indicative Material - soul continues after death, all souls treated the same - must receive proper burial to cross over, desperate to cross over and not be stuck - underworld is crowded and chaotic, death is a natural part of life - knowledge of Underworld landscape, Charon	2 12 6

Leaving Certificate Classical Studies 2024
Higher Level
Marking Scheme

10.	(a)	10 marks, banded. Opinion supported by analysis of details of Text A and Text B. May agree or disagree. 8-10: full – very good analysis, using relevant examples from both texts 5-7: partial - good analysis, using at least one relevant example 1-4: at least one accurate point <u>Indicative Material</u> Both texts: - mention not to fear death if you have lived a good life - suggest power of majority should not influence a person to go against their beliefs - say that a good person is one with courage in the face of danger or persecution.	10
	(b)	10 marks, 5 marks for each argument by Socrates. 5 marks: very good explanation 3-4 marks: good explanation 1-2 marks: a valid point	10

Leaving Certificate Classical Studies 2024
Higher Level
Marking Scheme

SECTION B:	EXTENDED ANSWERS	200 MARKS
-------------------	-------------------------	------------------

Question 11a

(40 marks)

11(a) A discussion of the statement, supported by specific, accurate, and relevant details from the career of Alexander or Caesar.

Marks	11a Descriptors
36-40 Excellent / Comprehensive	Demonstrates a thorough and very detailed knowledge of the material. Selects excellent examples or evidence to support ideas /opinions. Addresses the question asked in a sustained and coherent manner. All ideas and/or points are purposeful and relevant. ○ Engages with full statement about Alexander or Caesar
31-35 Very Good / Full	Demonstrates very good knowledge of the material Selects very good examples or evidence Addresses the question asked, but not always in a coherent manner. Most ideas/ points are purposeful and relevant. ○ Engages with statement
21-30 Good / Partial	Demonstrates a good knowledge of the material, but some is not relevant. Selects good sources or evidence, but often not supportive of opinions /ideas. Some aspects of the question are not addressed in a coherent manner. Some ideas/ points are purposeful and relevant. ○ Engages with statement
11-20 Basic	Demonstrates some knowledge or understanding of the material. Selects few or no examples or evidence to support points/ opinions. Most or all aspects of the question are not addressed, and there is no structure. Many ideas/ points lack purpose and relevance.
1-10 Very Basic	Lack of understanding of the material and irrelevant / no details. No examples or evidence to support points. Most or all ideas/ points lack purpose and relevance.

Question 11 (b) – Question 16: 80 mark essay style questions

For each of these essay style questions a common marking scheme is employed and it is divided into two components:

- Development of material required to fully answer the question (60 marks)
- Overall quality of the answer (20 marks)

NB: Subdivided questions, such as Question 14 and 16 in this examination paper:

- Answer must address the full question (parts a and b), for more than three units of development to be included in the marks for Development of Material
- Answer must address the full question (parts a and b), for its Overall Quality to be considered above the Low Quality range
- Material included in each part can be awarded to either part, where relevant, but in such a way so that it is not counted twice.

Development of Material (60 marks)

- 15 marks per unit of development
- Features of a unit of development: candidate makes relevant **point**, includes relevant evidence to support the point (**knowledge**/understanding) and develops the point (**analysis**/elaboration/discussion).
- Each unit of development is marked based on its level of development:
 - 14-15 for a highly-developed point
 - 12-13 for a well-developed point
 - 10-11 marks for a developed point
 - 3-9 marks for a basic point
- Look for 4 units of development (P1, P2, P3, P4)

Overall Quality (20 marks)

- Overall engagement with question **and** overall understanding of associated material

16-20: High Quality

- analysis / evaluation is coherent, well-structured, and supported by relevant, accurate and varied points.

11-15: Good Quality

- analysis focuses on the question; points are well-structured and supported by relevant and accurate evidence.

1-10: Low Quality

- limited engagement with the question; attempt to make points, but there is a lack of evidence/examples to support points made; relies mostly on narrative.

Leaving Certificate Classical Studies 2024
Higher Level
Marking Scheme

Example of essay structure with four Units of Development

Point/ Paragraph	1	Makes point, includes evidence and makes development.
Point/ Paragraph	2	Expands on previous point by including new evidence and new/ further development. OR Makes new point, includes evidence and makes development.
Point/ Paragraph	3	Expands on previous point by including new evidence and new/ further development. OR Makes new point, includes evidence and makes development.
Point/ Paragraph	4	Expands on previous point by including new evidence and new/ further development. OR Makes new point, includes evidence and makes development.

Leaving Certificate Classical Studies 2024
Higher Level
Marking Scheme

Marks Grade	Grade descriptors for overall marks awarded to Questions 11b-16
72-80 H1	Demonstrates a thorough and detailed knowledge of the material. Selects excellent evidence to support their points and discussion. Addresses the question asked in a sustained and coherent manner. All ideas/ points are purposeful and relevant, and all demonstrate highly creative/ critical thinking. • At least two highly-developed points
64-71 H2	Demonstrates very good knowledge of the material. Selects very good evidence to support their points and discussion. Addresses the question, but not always in a sustained and coherent manner. Most ideas/ points are purposeful and relevant, and most demonstrate creative/ critical thinking. • Mostly well-developed points
56-63 H3	Demonstrates a good knowledge of the material, but some is not relevant. Selects good evidence, but not all is supportive of their points and discussion. Some aspects of the question are not addressed in a sustained and coherent manner. Most ideas/ points are purposeful and relevant, and many demonstrate creative/ critical thinking. • Some well-developed points
48-55 H4	Demonstrates a good knowledge of the material. Selects evidence to support points, but discussion is limited. Some aspects of the question are not addressed in a coherent manner. Some ideas/ points are purposeful and relevant, and some creative/critical thinking is shown.
40-47 H5	Demonstrates some knowledge of the material, but many are irrelevant details. Selects weak or irrelevant evidence that does not adequately support points and discussion. Many aspects of the question are not addressed in a coherent manner. Few ideas/ points are purposeful and relevant, and a basic level of creative/critical thinking is shown.
1-39 H6-8	Demonstrates limited knowledge or understanding of the material. Selects few/no evidence to support of their points and discussion. Most or all aspects of the question are not addressed, and there is no coherent structure. Most or all ideas / points lack purpose and relevance, and at most a very basic level of creative/critical thinking is shown.

