



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2026

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 three marks (3).

A. Translate into Latin:

$\frac{1}{2}$ 1 2 1 2 $\frac{1}{2}$ $\frac{1}{2}$ 1 2 $\frac{1}{2}$ 1
When the Gauls saw a messenger walking to the top of the hill, they discovered a secret road.

1 1 3 2 $\frac{1}{2}$ $\frac{1}{2}$ 1 1 $\frac{1}{2}$ 1 3 1
One of the Gauls was chosen to climb by this road. At night, the rest of the Gauls followed him.

2 $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ 3 $\frac{1}{2}$ 1
They advanced so silently that they did not wake up the Roman guards.

$\frac{1}{2}$ 1 1 $\frac{1}{2}$ 2 $\frac{1}{2}$ 1 2 1
However, the geese of Rome, which were sacred to Juno, heard the Gauls.

$\frac{1}{2}$ 1 2 1 $\frac{1}{2}$ 2 1 1 1
All of the geese made a noise and woke up Manlius, the leader of the Romans.

1 2 1 $\frac{1}{2}$ 3 1
Manlius ordered his soldiers to resist the Gauls.

1 2 1 $\frac{1}{2}$ 1 $\frac{1}{2}$ 1 $\frac{1}{2}$ $\frac{1}{2}$ 2 1
The Romans threw rocks and weapons onto the Gauls and finally conquered them.

Or

B.

- (i) Great floods / water (4)
- (ii) It was made of bronze (4); it had doors on its sides. (2)
- (iii) The body of a dead man had a golden ring on its finger (6)
- (iv) Took the ring off the dead man's finger (2) and put it on his own hand (2)
- (v) He was seen by no (5) one but could see everything himself (3)
- (vi) He became visible again (4)
- (vii) He brought disgrace on the queen (5) he killed the king with her help (5) he removed those whom he thought were in his way (2)
- (viii) King of Lydia (4)
- (ix) He would think himself no more permitted to commit wrong than if he did not have the ring (8)
- (x) Good men seek honest things (4) not secret ones (3)
- (xi) It is fictional / they say it could not have happened (7)
- (xii) Any valid characteristic, e.g. unscrupulous/immoral, acquisitive, self-interested etc. + reason (5)

2. Translate one passage from Section A and one passage from Section B (130)

A. (i) Virgil

"imperio lovis huc venio, qui classibus ignem
depulit,/8 et caelo tandem miseratus ab alto est./6
consiliis pare, quae nunc pulcherrima Nautes
dat senior;/8 lectos iuvenes, fortissima corda,
defer in Italiam. /8 gens dura atque aspera cultu
debellanda tibi Latio est./9 ... huc casta Sibylla
nigrarum multo pecudum te sanguine ducet./10
tum genus omne tuum et quae dentur moenia disces."/8
dixerat et tenuis fugit ceu fumus in auras./8

A. (ii) Ovid

cum subit illius tristissima noctis imago,/7
quae mihi supremum tempus in urbe fuit./6
cum repeto noctem, qua tot mihi cara reliqui,/7
labitur ex oculis nunc quoque gutta meis./6
iam prope lux aderat, qua me discedere Caesar
finibus extremae iusserat Ausoniae./13
femina virque meo pueri quoque funere maerent,/7
inque domo lacrimas angulus omnis habet./6
si licet exemplis in parvis grandibus uti,/7
haec facies Troiae, cum caperetur, erat./6

B. (i) Livy

Statim ad aliud sacrificium divae ab decemviris edicta dies/5: a templo Apollinis boves feminae candidae duae porta duplici in urbem ductae sunt;/9 post eas duo signa cupressea lunonis Reginae portabantur/5; tum septem et viginti virgines, longam indutae vestem, carmen in lunonem Reginam cantantes ibant/9. Virginum ordinem sequebantur decemviri gerentes coronas laureas praetextatique/9. Ab alia porta in forum venerunt. In foro pompa constitit/5, et in manibus restem tenentes, virgines sonum vocis pulsu pedum modulantes incesserunt/9. Inde templum lunonis Reginae perrectum /5 et ibi duae boves ab decemviris immolatae et signa cupressea in templum inlata. /9

B. (ii) Cicero

Marcellus, cum tam claram urbem vi copiisque cepisset,/4 non putavit ad laudem populi Romani hoc pertinere/4, urbis huius pulchritudinem delere et extinguere/4. Itaque aedificiis omnibus, publicis privatis, sacris profanis, sic pepercit,/6 quasi ad ea defendenda cum exercitu, non oppugnanda venisset/7. In ornatu urbis habuit victoriae rationem, habuit humanitatis/5. Propter victoriam multa ornamenta Romam deportare volebat/5, propter humanitatem non aperte exspoliare putabat urbem, quam conservare voluisset/8. In hac partitione ornatus non plus victoria Marcelli populo Romano appetivit/7, quam humanitas Marcelli Syracusanis reservavit/4. Ea, Romam quae adportata sunt, in locis publicis videmus/6. Marcellus nihil domo, nihil in hortis, nihil in villa posuit/5.

3. A.

(i) (60) Translate

Romam Fregellanus nuntius, diem noctemque itinere continuato, ingentem attulit terrorem/6 tumultuosius, quam quod allatam erat, concursus hominum adfingentium vana auditis totam urbem concitat./7 Ploratus mulierum non ex privatis solum domibus exaudiebatur/5, sed undique matronae in publicum effusae circa deum delubra discurrunt, crinibus passis aras verrentes/7, nixae genibus, supinas manus ad caelum ac deos tendentes orantesque ut urbem Romanam e manibus hostium eriperent matresque Romanas et liberos parvos inviolatos servarent./12 Senatus magistratibus in foro praesto est, si quid consulere velint./4 Alii accipiunt imperia disceduntque ad suas quisque officiorum partes/4, alii offerunt se, si quo usus operae sit./3 Praesidia in arce, in Capitolio, in muris, circa urbem, in monte etiam Albano atque arce Aefulana ponuntur./6 Inter hunc tumultum Q. Fulvium proconsulem profectum cum exercitu Capua adfertur./6

(ii) (30) Answer any three questions

- (a) 5+5
- (b) 5 +5
- (c) 4 (who?)+ 3 + 3 (actions)
- (d) 5 + 5
- (e) (3+2) + (3+2)

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

3A.

(a) **Any two points-Arrangements to defend Rome** – At the direction of the senate Quintus Fulvius returned to Rome from the siege of Capua with 15,000 foot soldiers and 1,000 horsemen; In the city, guards were posted on the citadel, Capitol and walls; The senate granted Fulvius consular power to prevent his military authority lapsing when he entered the city; Fulvius sent his cavalry to engage Hannibal at the Colline Gate; 1,200 Numidian deserters were deployed to the Esquiline Hill causing confusion and panic amongst the Roman citizenry; The senate granted emergency military powers to all previous consuls and dictators; The Roman army was arrayed against Hannibal’s forces but inclement weather prevented a battle and Hannibal withdrew.

(b) **Any two examples –How Carthage used deception-** Hannibal sending men dressed in Latin clothes and able to speak Latin into the midst of the Roman camp during the siege of Capua and ordering them to give instructions to the Romans to break off the siege and flee; Hannibal sending a message to the Capuans using the ruse of a deserter with a letter entering the Roman camp which was besieging the city; Hannibal’s ostensible attack on Rome as a diversion to draw the Romans away from the siege of Capua; Bostar and Hanno’s attempt to relay a letter to Hannibal using a deserter sent through the Roman camp; Hasdrubal delaying negotiations and secretly withdrawing his forces from the Black Stones valley;

(c) **Who –Vibius Virrius-** One of the Campanian senators and noblemen who had been responsible for the city's defection to Hannibal.

Actions – Made a speech in which he counselled the Campanian senators against surrendering themselves to Rome; Proposed instead that they take their own lives to avoid being enslaved or executed by the Romans; To that end, hosted a banquet at his house at which some 27 senators feasted and then took a lethal dose of poison; Arranged for a pyre to be built and for the bodies of the poisoned senators to be cremated before the city fell to the Romans.

(d) **Punishment of Capuan senators – Claudius** – Was more lenient and sought to refer the matter to the Roman senate before exacting punishment; Sought to delay punishment to first establish whether the Capuans had colluded with other Latin towns.

Fulvius– Opposed investigating collusion of other Latin towns lest it undermine existing alliances or lead to false allegations; Did not want to wait for correspondence from the senate; Exacted punishment without consulting the senate by beheading all the remaining Capuan senators.

(e) **Seppius Loesius** – The last *medix tuticus* or chief magistrate of Capua; Did not descend from an aristocratic family and was offered the magistracy only after the other nobles had turned it down in the face of Capua's beleaguered fortunes; His mother had received a prophecy that he would one day lead Capua to which she responded that by this time the affairs of the city will be in ruins.

Bostar & Hanno – Carthaginian prefects of the garrison at Capua; Felt abandoned by Hannibal after he withdrew from Rome into Bruttium and did not return to relieve the siege of Capua; Wrote a letter for Hannibal expressing their discontent and readiness to break the Roman siege with his assistance; Sent a messenger into the Roman camp under the guise of desertion to slip out the far side and deliver the letter to Hannibal; Their messenger was detected along with other false deserters, beaten and sent back to Capua.

Vibellius Taurea – A Campanian who witnessed Fulvius' execution of the Capuan senators and subsequently challenged Fulvius to put him to death, goading the Roman by asking whether he dared to put one to death who was much braver than himself; When Fulvius refused, Taurea commented on the injustice that his city and kinsmen had been taken from him and that he had to slay his own family to avoid them being captured; Taurea then took his own life with a concealed knife in front of Fulvius; Livy cites another historical source which claimed that Taurea was one of those sentenced to death by Fulvius and that he issued the same challenge when he was being tied to the stake; according to this latter version, Taurea was the first to be executed by Fulvius and did not take his own life.

P. Cornelius Scipio – Elected commander of Roman forces in Spain at the young age of 24; Son of a father of the same name who had been killed in action in Spain and nephew of Calvus Scipio who had also recently been killed in battle; There was some trepidation about Scipio's election owing both to his young age and the fact that he would have to fight in the very arena where his father and uncle had recently been killed; Scipio went on to secure victory for the Romans in the Second Punic War and was awarded the title Africanus after his success at the battle of Zama.

3.B. (i) (60) Translate

“illum ego per flammas et mille sequentia tela
eripui his umeris medioque ex hoste recepi;/8
ille meum comitatus iter maria omnia mecum/4
atque omnis pelagique minas caelique ferebat,/4
invalidus, vires ultra sortemque senectae./4
quin, ut te supplex peterem et tua limina adirem,/4
idem orans mandata dabat/3. natique patrisque,
alma, precor, miserere/4; potes namque omnia, nec te
nequiquam lucis Hecate praefecit Avernus/.6
si potuit Manes arcessere coniugis Orpheus/4,
Thracia fretus cithara fidibusque canoris/4;
si fratrem Pollux alterna morte redemit/4
itque reditque viam totiens – quid Thesea magnum,/5
quid memorem Alciden? – et mi genus ab Iove summon/6.”

Virgil

(ii)(30) Answer any three questions

- (a) 5 + 5
- (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) Aeneas as a good leader – He is described as “praecipue pius Aeneas,” and is seen as the first (primus) amongst the Trojans who hew down trees for Misenus’ pyre; he encourages his followers in this scene by setting an example and by urging them on in their work; Aeneas’ devotion to the gods is evident in the opening scene where he seeks out the temple of Apollo to pray and is again referred to as “pius Aeneas”; Aeneas’ bravery is seen when he brandishes his sword on entering the underworld and is prepared to charge headlong into the formless ghosts; that Aeneas has been chosen by the fates to lead is evident from his ability to snap off the golden branch which the prophetess tells him would not otherwise have been broken by any strength.

(b) Who-Misenus – Aeneas’ trumpeter and one of the Trojan companions; Son of Aeolus; Formerly follower of Hector; After Hector was slain by Achilles, he joined Aeneas; Said to be outstanding in spear and trumpet and to rouse troops to war with his clarion call; Inadvertently challenged Triton to a musical contest and was drowned by the sea god as punishment. **Honoured:** his dead body washes up on the Italian shore and is honoured by the Trojans; Trojans fell trees and build a funeral pyre; They lay Misenus’ corpse on this along with his glittering weapons; They wash his body with boiling water before laying purple robes over it and lighting the pyre in the manner of their ancestors; After his remains are cremated, they gather the ashes and bones, and Corynaeus stores these in a vessel; They then build a tomb for him beneath the headland which they name after him, the modern-day Cape Miseno.

(c) Any two points – Sibyl guiding Aeneas – Instructs him to pray to Apollo before he can hear her predictions; Advises him on the coming war against Turnus and how he will seek aid from Evander; Instructs him to seek the Golden Bough; Instructs him to sacrifice black cattle; Instructs him to bury Misenus; Guides him through the underworld and tells him that he will not be able to strike at the insubstantial shades with his sword; Encourages him to be firm of heart as he ventures into the underworld; Explains to him why the souls of the unburied must linger on the banks of the Styx for a hundred years before being ferried into the underworld.

(d) Any two points – Loss – Descriptions of the ghosts of mothers, heroes, boys and unmarried girls and those who died before their parents; Simile of the great number of ghosts like the great number of leaves which are lost by the trees in the autumn. Sadness: Images of the souls desperately stretching out their hands with love of the far bank, begging Charon to ferry them across the Styx; Sadness of death evoked in the autumnal simile and the simile of the cold weather driving birds to flock to sunnier lands.

(e) Gorgons – three fabulous sisters of whom the most famous was Medusa whose gaze turned men to stone; others were Sthenno and Euryale.

Minos – King of Crete who offended Neptune by failing to sacrifice a white bull; Was cursed in revenge and his wife, Pasiphae, gave birth to the minotaur; Forced Daedalus to construct a labyrinth in which to imprison the minotaur; After the death of his son Androgeos fought a war against Athens the peace terms of which were that the Athenians had to send 7 young men each year to be fed to the minotaur.

Rivers of Hades – Acheron, river of woe; Cocytus, river of lamentation; Lethe, river of forgetfulness; Phlegethon, river of fire; Styx, river of unbreakable oaths which souls must cross to enter the underworld, guarded by Charon.

Venus – Mother of Aeneas; sends her doves to guide Aeneas to the Golden Bough in the forest.

4. (i) **(4+3+3) (10)** -- (a) **arce**: abl after ex; **decurrenres**: present partic.;
vidissent: PP subj
after cum---- (b) **effatus**: perfect partic. **vestigia**: acc case after
pressit. **ferant**: subjunctive in indirect question

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

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

5. (75) Answer three questions – at least one question from each section

- (i) Four points on tensions **(7+6+6+6)**
- (ii) Poor administration in Rome and disorder in provinces **(7+6+6+6 – at least one point on Provinces/Rome)**
- (iii) **(7+6) + (6+6)**
- (iv) Life **(4+3+3)**. Works **(4+3+3)**. Lessons about values of ancient Rome **5**
- (v) Four examples of scenes from daily life in at least two types art – two examples in each (wall painting, mosaics, relief sculptures) **(7+6+6+6)** or **(13 +12)** for very detailed answers.
- (vi) (a) Type of building **(3/2)**; two aspects of building **(5+5)**
(b) Three points on features of engineering **(4/5+4+4)**
(c) Name **(3/2)** two points on artistic aspects of sculptures **(5+5)**

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

5.

- (i) **Tensions** – Long-running rivalry between Octavian and Mark Antony stemming from Antony's initial refusal to release funds to Octavian from Julius Caesar's will; Exacerbated by differences in approach to triumvirate, e.g. Octavian's decision to dismiss Lepidus from triumvirate without consulting Antony, Octavian's subsequent acquisition of Lepidus' territory in Africa and Sextus Pompeius' territory in Sicily; Tensions prior to treaty of Brundisium, regarding Antony landing troops in southern Italy; Tensions resulting from Antony's failed marriage to Octavian's sister, Octavia, and his committing bigamy with Cleopatra; Tensions of the donations of Alexandria followed by Octavian's declaration of "iustum bellum" on Cleopatra, leading directly to the battle of Actium.
- (ii) **Poor administration in Rome** - Return of treason trials; Introduction of new taxes and cult of emperor worship; Famed for indulgent and capricious stunts such as constructing bridge of boats over bay of Baiae and riding across it, eating pearls dissolved in vinegar, inviting guests to the imperial palace in name of his horse, Incitatus, constructing lavish marble stables for Incitatus.

Disorder in the Provinces – Disquiet in Judea at proposal of erecting statue of emperor in Temple in Jerusalem; Conspiracy of Lentulus Gaetulicus and Aemilius Lepidus on the Rhine; Fake triumphs held in Gaul; Abortive invasion of Britain / instruction to troops to gather sea shells as spoils of war on northern coast of Gaul; Assassination of king Ptolemy of Mauretania and destabilisation of Rome's client kingdom in Armenia.

(iii) **Agrippa** – Roman general and statesman who was a friend of Augustus; defeated Anthony at battle of Actium; responsible for the construction of several buildings including the Pantheon; served as a tribune; fought in battle of Philippi; defeated Sextus Pompeius at Naulochus; was married to Julia daughter of Augustus; had three sons with Julia; died in 12 BC

Sejanus – Prefect of Praetorian guard during reign of Tiberius; Implicated in murder of Drusus, son of Tiberius; Plotted to usurp Tiberius by marrying Drusilla, widow of Drusus; Ruthlessly administered law of maiestas and treason trials during Tiberius' absence on Capri; Persecuted family of Germanicus, leading to deaths of his sons, Nero and Drusus, and his wife Agrippina the Elder; Was replaced as praetorian prefect by Sutorius Macro following a tip-off to the emperor by Antonia (Germanicus' mother) and executed by being hurled from the Tarpeian rock.

Poppaea Sabina – Wife of Roman governor of Lusitania (and briefly emperor) Otho; Mistress and second wife of emperor Nero; Said to have goaded Nero over his subordination to his mother, Agrippina the Younger, and to have encouraged him to commit matricide; Unusually for Roman women of ruling class seems to have practised Judaism; Was kicked to death by Nero while pregnant with her third child.

Seneca – Playwright, philosopher and tutor of Nero; Wrote Nero's inauguration speech of the senate; Accused of conspiracy against emperor and ordered to take own life in 65CE.

Nerva – Twelfth emperor of Rome and first of five good emperors; Remembered principally for restoring stability and positive relations with Roman senate; Introduced alimenta system; Built Forum Nervae, repaired Flavian amphitheatre, expanded road network; Was held ransom by Casperius Alianus and forced to surrender Domitian's assassins; Subsequently adopted Trajan as heir who then sentenced Alianus to death; Retired to villa of Sallust and died in 98CE.

(iv) **Life of Livy** – Born 59BCE in Patavium, had one son and one daughter; wrote under patronage of Augustus in Rome; claimed to have sought refuge from hardships of his own age in study of history; also wrote poetry; returned to Patavium before death in 17CE.

Works – *Ab Urbe Condita* detailing history of Rome from its foundation in 753BCE to the reign of Augustus; 142 books long of which 35 remain; noted for speeches, lively character sketches, vivid scenes; one of main sources of history of Punic wars; had some shortcomings such as inaccurate dates, inconsistent treatment of different eras; not checking accuracy of other historical sources, inaccurate geography; ultimately proposed view of history as didactic and formative; constructed national history of Rome and formed part of Augustan project of empire building / was historical complement to Virgil's national mythology.

Lessons about Ancient Rome – Shows us how the Romans perceived themselves / their own history; Shows the value which Augustus placed on recording and transmitting Roman history; Emphasis Roman audience placed on history as a form of story-telling; Centrality of military operations to Roman identity; Provides examples of customs and values which Romans promoted, e.g. operation of the senate, practice of augury etc.

Life of Virgil – Born 70BCE in Mantua; Educated in Milan, Cremona and Rome; son of a farmer; Avoided losing farm in Octavian's land confiscations following battle of Philippi; Commissioned by Maecenas to produce Eclogues, Georgics and Aeneid; Left instructions for Aeneid to be destroyed after death as was deemed unfinished (these were disregarded by Augustus); Fell ill on return journey from Greece where he was editing the Aeneid and died at Brundisium in 19BCE.

Works – Eclogues: pastoral poems describing scenes of rural life including descriptions of Octavian's land confiscations; Georgics: four books of poetry on farm management including topics such as bee-keeping, viticulture, animal husbandry, signs of the weather as well as a retelling of the Orpheus and Eurydice myth. Aeneid: magnum opus, 12 books of hexameter poetry detailing Aeneas' escape from Troy after the Trojan war, arrival in Italy and war against Turnus and the Rutulians.

Lessons about Ancient Rome – The Aeneid shows how Romans perceived their own mythology and foundational stories; It also contains examples of Roman values and traditions such as Augustan pietas and the origin stories of the Penates and the flame of Vesta; Works show the emphasis Romans placed on mythology and the importance Augustus placed on artistic production as part of the establishment of empire; Works such as the Georgics teach us about Roman agriculture.

(v) Description of any four examples of Roman art depicting daily life – e.g.

Wall paintings: "Sale of Bread Fresco" from House of the Baker in Pompeii; "Riot in the Amphitheatre Fresco" from House of the Gladiator in Pompeii; "Lararium Fresco" in House of Aulus Vettius Pompeii.

Mosaics: "Female Athletes Mosaic" in Piazza Armerina; "Strolling Musicians Mosaic" by Dioscurides; "Cave Canem Mosaic" from House of the Tragic Poet, Pompeii.

Relief Sculptures: Scenes from daily life in the army on Trajan's column, e.g. Roman siege works and the testudo at Muncel, bridge building on the Danube; Scenes of triumphs on the arch of Titus, e.g. Titus and Vespasian in quadriga, plunder of the temple of Jerusalem carried in procession; Scenes of Roman senators and the imperial family on the Ara Pacis.

(vi)

(a) Theatre – Curved banked seating of cavea ensured all spectators could see actors and improved acoustics in auditorium; Vaulted substructure and horizontal gangways ensured spectators could access seats; Scaenae frons provided backdrop for actors; Velarium over stage sheltered actors; Orchestra provided space for chorus between actors and audience.

(b) Description of engineering features: - Domed rotunda; Rectangular coffering; oculus; Hidden relieving arches; Exedrae with two Corinthian columns and two Corinthian pilasters; Diameter of rotunda equal to height of dome.

(c) Trajan's Column: Spiral marble relief that tells of Trajan's Dacian campaigns; there are 155 scenes with 2,500 individual figures; Trajan himself appears 58 times on the column; scenes show sacrifices being held, army setting out on a campaign, soldiers constructing walls and ramparts, cutting trees; crossing of the Danube is shown.

