



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

**Leaving Certificate 2025**

**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
<b>NR</b>	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 an answer continues onto additional or supplementary pages
	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 2025

<b>Section A</b> Rationale & Approach  <b>(10 marks)</b>	Good engagement 6 – 10		Engagement is lacking 0 – 5	
	<ul style="list-style-type: none"> <li>• Outline of project aim</li> <li>• Link with prescribed topic</li> <li>• Overview of research approach and/or sources</li> </ul> <b>**All three points not required for full marks</b> NB: 10 marks, requires specific points related to project		<ul style="list-style-type: none"> <li>• Attempt made to outline aim, link with prescribed topic, or gives an overview of research approach/ sources</li> </ul>	
<b>Section B</b> Extended Essay - <i>Knowledge/ Understanding</i>  <b>(20 marks)</b>	Very Thorough 16 – 20	Thorough 10 – 15	Basic 5 – 9	Very Basic 0 – 4
	<ul style="list-style-type: none"> <li>• Synthesis of accurate knowledge that is, in-depth, wide ranging, and highly relevant to chosen topic</li> <li>• Demonstrates an excellent understanding of the chosen topic and its broader context within the Classics</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of accurate knowledge that is in-depth <b>or</b> wide ranging, but at times lacks relevance to chosen topic.</li> <li>• Demonstrates a very good understanding of the chosen topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Includes knowledge that indicates attempts at research, but has inconsistencies in accuracy or relevance to chosen topic</li> <li>• Demonstrates a good understanding of the chosen topic at times</li> </ul>	<ul style="list-style-type: none"> <li>• Contains only generic or superficial information related to chosen topic, prescribed topic, or field of Classics</li> <li>• Does not convey an overall understanding of the chosen topic</li> </ul>
<b>Section B</b> Extended Essay - <i>Analysis/ Critical thinking</i>  <b>(20 marks)</b>	Very Thorough 16 – 20	Thorough 10 – 15	Basic 5 – 9	Very Basic 0 – 4
	<ul style="list-style-type: none"> <li>• Analysis is logically argued with highly developed points</li> <li>• Demonstrates excellent critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis is logically argued with developed points</li> <li>• Demonstrates good to very good critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis is generic and lacks development</li> <li>• Demonstrates critical thinking skills at times</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts at analysis, though mostly unsuccessful</li> <li>• Does not engage with analysis/critical thinking</li> </ul>
<b>Section B</b> Extended Essay - <i>Evidence/ Research</i>  <b>(20 marks)</b>	Very Thorough 16 – 20	Thorough 10 – 15	Basic 5 – 9	Very Basic 0 – 4
	<ul style="list-style-type: none"> <li>• Active incorporation of sources, research, evidence into the essay</li> <li>• Sources examined, analysed, used as evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Sources included as part of discussion / development of points, where relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Sources referred to in essay, where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Sources included only in bibliography</li> </ul>

## Research Study Report 2025

Section C Review & Reflection  (10 marks)	Good engagement 6 – 10	Engagement is lacking 0 – 5
	<ul style="list-style-type: none"> <li>• Assessment of project</li> <li>• Reflection on significance of research / project</li> <li>• Self-reflection on research / writing process</li> </ul> <b>**All three points not required for full marks</b> NB: 10 marks, requires specific points related to project	<ul style="list-style-type: none"> <li>• Attempt made to review research/ writing process or reflect on learning</li> </ul>

Overall Coherence <i>Communication &amp; Structure</i>  (20 marks)	Very coherent 16 – 20	Mostly coherent 10 – 15	Lacking coherence 5 – 9	Incoherent 0 – 4
	<ul style="list-style-type: none"> <li>• Very well presented, including an organised structure and command of language that is easy to follow, stays on topic and avoids repetition.</li> <li>• RSR aim mostly achieved.</li> <li>• Excellent engagement with criteria in the 2025 RSR Brief.</li> <li>• Sources of research correctly and consistently acknowledged.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally well-presented, with an overarching structure and language that is easy to follow, though could be edited to improve its overall coherence.</li> <li>• RSR aim partially achieved.</li> <li>• Good to very good engagement with criteria in the 2025 RSR Brief.</li> </ul>	<ul style="list-style-type: none"> <li>• At times well-presented, with attempts made to apply some structure and an overarching train of thought</li> <li>• Requires more research and drafting to achieve RSR aim.</li> <li>• Satisfies the criteria in the 2025 RSR Brief.</li> <li>• Major issues in acknowledging sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Poorly presented and lacking in structure to such an extent that the aim of the RSR is not communicated.</li> <li>• Does not satisfy the criteria in the 2025 RSR Brief.</li> </ul>

### To be noted by examiner:

- Read everything in the RSR before marking anything.
- Be careful not to penalise skilful 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.

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**General Information:** 0 marks given if an answer is not attempted or not valid according to marking scheme.

<b>Section A</b>	<b>Stimulus Questions</b>	<b>200 MARKS</b>
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1. (a) **1 mark each:** true, false, false. (3 marks)
- (b) May agree or disagree. Discussion of both the text and the image for full marks. (7 marks)

**7 marks** – full, detailed answer, specific points, refers to image and *Aeneid*

**4 marks** – partial, general points

**2 marks** – basic, generic answer.

**1 mark** – only a yes or no answer, no other valid point made.

- (c) Any one moment of divine intervention in the *Odyssey*. (10 marks)

**10 marks** – full, very detailed answer.

**8 marks** – partial, detailed answer.

**4 marks** – basic, generic answer.

2. (a) **2 marks:** Ring composition
- (b) **1 mark each:** 2, 4, 1, 3. (4 marks)
- (c) Can choose any one device from part (a) or (b) and explain how it contributes to Homer's/Virgil's storytelling. (14 marks)

**12-14 marks** – full; well-developed with evidence.

**9-11 marks** – partial; good development, some evidence

**6-8 marks** – incomplete; some development or evidence, mostly generic points

**1-5 marks** – basic; one valid point

3. (a) **1 mark each:** Jupiter, Venus (2 marks)
- (b) One well-developed point **or** two developed points for full marks. (6 marks)

**6 marks** – full, very detailed answer.

**4 marks** – partial, detailed answer.

**2 marks** – basic, generic answer.

- (c) One other example explained with specific significance to Augustan policy. (12 marks)

**11- 12 marks:** full, valid example, very good explanation, clear understanding of significance.

**8 - 10 marks:** partial, valid example, good explanation, significance addressed .

**5-7 marks:** incomplete, valid example, some explanation, significance not addressed.

**1- 4 marks:** valid example of propaganda

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4. (a) Analysis of language in any line or phrase, linked to plot development. (12 marks)

**11- 12 marks:** full - phrase/sentence, very good explanation, clear understanding of importance in wider context of plot development, good analysis.

**8 - 10 marks:** partial - phrase/sentence, good explanation, addresses importance in context of plot development, some analysis.

**5-7 marks:** incomplete - phrase/sentence, at least one good point, importance lacks specificity to plot development, some analysis.

**1- 4 marks:** basic – phrase/sentence with at least one point made

- (b) One insight with specific reference to the extract. (8 marks)

**8 marks** – full, detailed answer.

**6 marks** – partial, lacking detail.

**4 marks** – very basic / generic, no detail, link to extract is lacking.

5. (a) Two developed points or one well-developed point for full marks. (10 marks)

**8-10 marks** – full, very good analysis, supported by evidence, detailed answer, addresses **both** forms of entertainment.

**5-7 marks** – partial, good analysis, some evidence, generic details

**1-4 marks** – basic, at least one accurate point, attempt to express opinion.

- (b) Experience of audiences at **both** venues should be described for full marks. (10 marks)

**10 marks** – full, very detailed description, reference to both (not nec. in equal amount).

**8 marks** – partial, detailed description, reference to both (not nec. in equal amount).

**4 marks** – basic answer, lacking detail/ specifics, reference to at least one

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6. (a) Must refer to specific points from the extract and other studied evidence for top band.  
(12 marks)

**11- 12 marks:** full - very good discussion, high-level of development, supported by extract **and** other studied evidence

**8 - 10 marks:** partial - good discussion, good development, supported by extract **and** other studied evidence

**5-7 marks:** incomplete - good discussion, supported by extract **or** other studied evidence  
**Or** attempt at discussion, some development, supported by both

**1- 4 marks:** basic – at least one valid point, supported by extract **or** other studied evidence

- (b) One developed point for full marks. May agree or disagree and can refer to any form of modern, public entertainment. (8 marks)

**8 marks** – full, good point, some development, reference to political importance

**6 marks** – partial, more general point(s), attempt at development

**4 marks** – very basic, one valid point

**1 mark** – only a yes or no answer, no other valid point made.

7. Any three strategies for full marks, based on quality of explanation of what strategy was **and** why it was strategic/ important. A least one example of each type of strategy, not necessarily distinct/separate as link between military and political may also be address in a single strategy. (20 marks: 7+7+6, in any order)

1 – 6 or 7 marks for **each** strategy based on quality of explanation

**6 or 7 marks:** full, very good explanation of what strategy was **and** why it was strategic/important

**4 marks:** partial, good explanation of what strategy was **or** why it was strategic/important

**2 marks:** basic, at least one accurate point

**\*\*if military or political is not addressed, 14 marks max**



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8. (a) Any two characteristics of Alexander or Caesar with analysis of the extract. (10 marks)

1-5 marks for **each** characteristic, based on quality of analysis.

**5 marks:** full, valid characteristic, very good analysis of extract

**3 marks:** partial, valid characteristic, good analysis of extract

**1 marks:** basic, valid characteristic

- (b) Two well-developed points or one very well-developed point for full marks. For full marks, should show an understanding of bias in the texts, reliability of ancient sources, etc., and give detailed examples. (10 marks)

**10 marks** – full, very good explanation, supported by specific evidence in extract **and** another text (not necessarily equal weighting)

**8 marks** – partial, good explanation, more generic evidence, reference to extract **and** another text/ author.

**4 marks** – basic, at least one accurate point, only one author/ text referenced (extract **or** another text)

9. (a) **1 mark each** for four distinct points. (4 marks)

Examples: libations, lock of hair, ointment flasks, lekythoi, celery, jewellery, wine, kollyba, first fruits/crops, garlands, flowers, blood, milk, honey, cakes, coins, clothing, perfume, oil, vase, amphora, beads, weapons.

- (b) Two well-developed points for full marks. Role of women can be implicit. (10 marks)

**10 marks** – full, very good understanding of importance in context of ancient Greek funerary practices, specific/ detailed evidence to support explanation

**8 marks** – partial, good understanding of importance in context of ancient Greek funerary practices, evidence more generic, attempt at development or several different points stated

**4 marks** – basic, at least one accurate point

- (c) One developed point for full marks. (6 marks)

**6 marks** – full, very detailed answer.

**4 marks** – partial, detailed answer.

**2 marks** – basic, generic answer.

**\*\*max 3 marks if Greek and Roman roles/ practices are confused**

10. (a) **2 marks:** Temple

- (b) Any four architectural features named and described (18 marks: 5,5,4,4, in any order)

**1 mark** for each correct name of feature **and**

1 – 3 or 4 marks for each description based on quality of information

**3 or 4 marks:** good description

**1 mark:** basic description

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**Section B: Extended Answers 200 marks**

**11a (i) 25 marks**

<b>Marks</b>	<b>11 ai Descriptors</b>
22-25 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. Two valid phrases/ sentences identified, <b>excellent</b> analysis
19-21 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. Two valid phrases/ sentences identified, <b>very good</b> analysis
13-18 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. Two valid phrases/ sentences identified, <b>good</b> analysis
7-12 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. Two valid phrases/ sentences identified, very <b>limited</b> analysis
1-6 Very Basic	Lack of understanding of the material; irrelevant or no details. No examples or evidence to support points. Most or all ideas/ points lack purpose and relevance. One valid phrase/ sentence identified, <b>no</b> analysis

**11a (ii) 15 marks**

May agree or disagree. Personal response, with reference to Horace's poetry.

**15 marks** – full; opinion given and explanation fully developed.

**10 marks** – partial; opinion given, explanation includes specific points

**5 marks** – basic; opinion give, limited explanation, mostly generic points

**1 mark** – only answers yes or no, no other valid point made.

**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 12 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:
  - 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:
  - **15** for a highly-developed point
  - **13-14** for a well-developed point
  - **11-12** marks for a developed point
  - **3-10** 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

**18-20: High Quality**

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

**13-17: Good Quality**

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

**1-12: 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.

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**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.

<b>Marks Grade</b>	<b>Grade descriptors for overall marks awarded to Questions 11b-16</b>
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 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.



