



Cambridge IGCSE™

LATIN

0480/22

Paper 2 Literature

May/June 2023

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **9** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

MARK SCHEME NOTES

The mark scheme includes suggested responses but examiners will credit all acceptable variants.

Key

;	Separates alternative responses to the question
/	Separates alternative wording within the same response
OR	Separates possible variants in a response which are mutually exclusive (award marks for one OR the other, not parts of each)
[]	The word, phrase or unit in brackets is not required but is in the mark scheme for clarification

Question	Answer	Marks														
1(a)	Award up to 5 marks for performance using the grid below. <table><tr><th>Mark</th><th>Performance description</th></tr><tr><td>5</td><td>Perfectly accurate</td></tr><tr><td>4</td><td>Overall sense correct: minor error(s) (e.g. tense, number)</td></tr><tr><td>3</td><td>Some sense with major errors</td></tr><tr><td>2</td><td>Part correct: overall sense lacking/unclear</td></tr><tr><td>1</td><td>Not coherent: isolated knowledge of vocabulary only</td></tr><tr><td>0</td><td>Totally incorrect or omitted</td></tr></table> Specimen translation <i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i> We rush at them with our swords, calling on Jove himself and the gods to join us in our plunder: then we lay out our couches on the curving beach, and feast on the rich foods	Mark	Performance description	5	Perfectly accurate	4	Overall sense correct: minor error(s) (e.g. tense, number)	3	Some sense with major errors	2	Part correct: overall sense lacking/unclear	1	Not coherent: isolated knowledge of vocabulary only	0	Totally incorrect or omitted	5
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1(b)	horrible noise / onomatopoeia (1) <i>magnis clangoribus</i> (1) alliteration (1) <i>diripiuntque dapes</i> (1) just by touching the food they make it foul (1) <i>contactuque omnia foedant</i> (1) smell (1) <i>odorem</i> (1) different senses referred to (1) e.g. sound and smell + quote (1) delayed subject <i>Harpyiae</i> for a line after <i>subitae</i> Candidates must make reference to both the style and the content max 4	4														
1(c)	They set up the meal under an overhanging rock (1) closed in by trees (1) They place the tables in the shade (1) max 2	2														
1(d)	_ u u _ _ _ u u _ _ _ _ u u _ x turba sonans praedam pedibus circumvolat uncis Candidates gain 1 mark for getting 3 feet correct and 2 marks for 6 feet correct	2														
1(e)	take up weapons (1) wage war on them (1)	2														

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2(a)	Award up to 5 marks for performance using the grid below. <table><tr><th>Mark</th><th>Performance description</th></tr><tr><td>5</td><td>Perfectly accurate</td></tr><tr><td>4</td><td>Overall sense correct: minor error(s) (e.g. tense, number)</td></tr><tr><td>3</td><td>Some sense with major errors</td></tr><tr><td>2</td><td>Part correct: overall sense lacking/unclear</td></tr><tr><td>1</td><td>Not coherent: isolated knowledge of vocabulary only</td></tr><tr><td>0</td><td>Totally incorrect or omitted</td></tr></table> Specimen translation <i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i> Therefore take these words of mine to your hearts and set them there. I, the greatest of the Furies, reveal to you what the all-powerful Father prophesied to Apollo, and Phoebus Apollo to me.	Mark	Performance description	5	Perfectly accurate	4	Overall sense correct: minor error(s) (e.g. tense, number)	3	Some sense with major errors	2	Part correct: overall sense lacking/unclear	1	Not coherent: isolated knowledge of vocabulary only	0	Totally incorrect or omitted	5
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2(b)	they will get to Italy (1) they will be able to enter the harbours (1)	2														
2(c)	It says that they will not be able to wall their city (1) which would give them security (1) that they will be so hungry (1) that they will have to eat their tables (1) because of the harm they have done to the Harpies (1) line 8 alliteration of 'm' and 's' (1) max 3	3														
2(d)	Celaeno (1)	1														
2(e)	<i>gelidus ... sanguis</i> (1) blood went cold (1) <i>subita ... formidine</i> (1) sudden fear (1) <i>votis precibusque</i> (1) wishes and prayers (1) <i>dirae ... volucres</i> (1) terrible, horrible birds (1) max 4	4														

Question	Answer				Marks																									
3	Answers may include references to: literary features with examples events of the plot discussion of the balance between the two Points should be illustrated with examples from the text in English or Latin. Award up to 5 marks for performance against each AO using the grid. <table><tr><th>Level</th><th>AO2 Literary knowledge with understanding</th><th>Mark</th><th>AO3 Literary criticism with personal response</th><th>Mark</th></tr><tr><td>Level 3</td><td>A good range of appropriate points with clear and detailed explanation. A good range of Latin quotations / references to the text with relevant discussion. Demonstrates good understanding of the text and its context.</td><td>4–5</td><td>Good evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.</td><td>4–5</td></tr><tr><td>Level 2</td><td>Makes relevant points with some explanation. A few Latin quotations / references to the text with discussion. Demonstrates some understanding of the text and its context.</td><td>2–3</td><td>Some evaluation with use of evidence. Answers offer some personal response to the literature.</td><td>2–3</td></tr><tr><td>Level 1</td><td>Points made are of little or no relevance. One Latin quotation / reference to the text without discussion. Demonstrates minimal understanding of the text and its context.</td><td>1</td><td>Minimal evaluation of the evidence. Answers offer a minimal personal response.</td><td>1</td></tr><tr><td>Level 0</td><td>No creditable response.</td><td>0</td><td>No creditable response.</td><td>0</td></tr></table>				Level	AO2 Literary knowledge with understanding	Mark	AO3 Literary criticism with personal response	Mark	Level 3	A good range of appropriate points with clear and detailed explanation. A good range of Latin quotations / references to the text with relevant discussion. Demonstrates good understanding of the text and its context.	4–5	Good evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.	4–5	Level 2	Makes relevant points with some explanation. A few Latin quotations / references to the text with discussion. Demonstrates some understanding of the text and its context.	2–3	Some evaluation with use of evidence. Answers offer some personal response to the literature.	2–3	Level 1	Points made are of little or no relevance. One Latin quotation / reference to the text without discussion. Demonstrates minimal understanding of the text and its context.	1	Minimal evaluation of the evidence. Answers offer a minimal personal response.	1	Level 0	No creditable response.	0	No creditable response.	0	10
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4(a)	He joined in with the people (1) who had gone (to Puteoli) for the spa (1)	2														
4(b)	addresses his audience by name (1) <i>iudices</i> (1) personal involvement (1) <i>mihi</i> (1) comparison/contrast (1) <i>haud scio an ... quam si</i> (1) repetition (1) <i>mihi</i> (1) dubitatio (1) / <i>haud scio</i> (1)	4														
4(c)	Award up to 5 marks for performance using the grid below. <table><tr><th>Mark</th><th>Performance description</th></tr><tr><td>5</td><td>Perfectly accurate</td></tr><tr><td>4</td><td>Overall sense correct: minor error(s) (e.g. tense, number)</td></tr><tr><td>3</td><td>Some sense with major errors</td></tr><tr><td>2</td><td>Part correct: overall sense lacking/unclear</td></tr><tr><td>1</td><td>Not coherent: isolated knowledge of vocabulary only</td></tr><tr><td>0</td><td>Totally incorrect or omitted</td></tr></table> Specimen translation <i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i> For afterwards I felt that the ears of the Roman people were rather dull, but their eyes were keen and sharp; I stopped thinking about what men were likely to hear about me.	Mark	Performance description	5	Perfectly accurate	4	Overall sense correct: minor error(s) (e.g. tense, number)	3	Some sense with major errors	2	Part correct: overall sense lacking/unclear	1	Not coherent: isolated knowledge of vocabulary only	0	Totally incorrect or omitted	5
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4(d)	<i>pressi</i> (1) he ‘haunted’ the forum (1) <i>neque ... neque</i> (1) draws contrast between two ideas (1) <i>ianitor</i> (1) doorkeeper – concrete example/image (1) <i>somnus</i> (1) the idea of Cicero waking people up (1) <i>in oculis</i> (1) metaphor (1) repetition of verbs in the first person (1) asyndeton (1) plus examples max 4	4														

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5(a)	superlatives (1) <i>lectissimum ornatissimumque</i> (1) repeated m sounds draw attention to his words (1) <i>inquam, lectissimum ornatissimumque adulescentem</i> (1) pair of verbs in first person (1) <i>requiro et flagito</i> (1) direct personal address (1) <i>te officium tuum</i> (1) max 4	4														
5(b)	he is pointing out / asking why Scipio is fighting on the side of someone (1) who has impugned the honour of his family (1)	2														
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5(d)	<i>deos immortales</i> (1) appeal to the gods/reference to religion (1) <i>memoriam mortui</i> (1) reference to dead ancestor highlighted by ‘m’ alliteration (1) personal appeal – verbs in 2nd person (1) <i>relinques ac deseres</i> (1) <i>spoliatorem vexatoremque</i> (1) insulting Verres /repeated sound (1) rhetorical question (1) <i>vexatoremque defendis</i> max 4	4														

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6	Answers may include references to: examples of the ways Cicero makes a personal attack on Verres in the speech the actual argument that Cicero had against Verres and how he argues it Points should be illustrated with examples from the text in English or Latin. Award up to 5 marks for performance against each AO using the grid. <table><tr><th>Level</th><th>AO2 Literary knowledge with understanding</th><th>Mark</th><th>AO3 Literary criticism with personal response</th><th>Mark</th></tr><tr><td>Level 3</td><td>A good range of appropriate points with clear and detailed explanation. A good range of Latin quotations / references to the text with relevant discussion. Demonstrates good understanding of the text and its context.</td><td>4–5</td><td>Good evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.</td><td>4–5</td></tr><tr><td>Level 2</td><td>Makes relevant points with some explanation. A few Latin quotations / references to the text with discussion. Demonstrates some understanding of the text and its context.</td><td>2–3</td><td>Some evaluation with use of evidence. Answers offer some personal response to the literature.</td><td>2–3</td></tr><tr><td>Level 1</td><td>Points made are of little or no relevance. One Latin quotation / reference to the text without discussion. Demonstrates minimal understanding of the text and its context.</td><td>1</td><td>Minimal evaluation of the evidence. Answers offer a minimal personal response.</td><td>1</td></tr><tr><td>Level 0</td><td>No creditable response.</td><td>0</td><td>No creditable response.</td><td>0</td></tr></table>				Level	AO2 Literary knowledge with understanding	Mark	AO3 Literary criticism with personal response	Mark	Level 3	A good range of appropriate points with clear and detailed explanation. A good range of Latin quotations / references to the text with relevant discussion. Demonstrates good understanding of the text and its context.	4–5	Good evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.	4–5	Level 2	Makes relevant points with some explanation. A few Latin quotations / references to the text with discussion. Demonstrates some understanding of the text and its context.	2–3	Some evaluation with use of evidence. Answers offer some personal response to the literature.	2–3	Level 1	Points made are of little or no relevance. One Latin quotation / reference to the text without discussion. Demonstrates minimal understanding of the text and its context.	1	Minimal evaluation of the evidence. Answers offer a minimal personal response.	1	Level 0	No creditable response.	0	No creditable response.	0	10
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