

Cambridge IGCSE™

LATIN**0480/23**

Paper 2 Literature

May/June 2024**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 2024 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 **10** 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 descriptions 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) | it was the first place the Trojans stopped (1) they are islands (1) in the Ionian sea (1) called by the Greek name (1) the Harpies live there (1) after being sent away from Phineus' island (1) max 3 | 3 |
| 1(b) | _ u u _ _ _ u u _ _ _ u u _ x clausa domus mensasque metu liquere priores candidates gain 1 mark for getting 3 feet correct and 2 marks for 6 feet correct | 2 |
| 1(c)(i) | simile/comparison metaphor allusion sibilance enjambment hyperbole | 1 |
| 1(c)(ii) | <i>saevior</i> – compares them unfavourably to something from the underworld – <i>Stygiis ... undis</i> <i>pestis</i> – calls them the worst plague ever, which is very scary and horrible – highlights how awful they are throws a lot of stress on to <i>pestis</i> sinister hissing sound <i>nec saevior ulla ...</i> they are the most awful thing | 1 |
| 1(d) | Harsh sounding words <i>foedissima</i> ... sounds like a screech Superlatives <i>foedissima</i> etc shows how horrible they are Scatological reference <i>proluviis</i> causes revulsion Emphatic word positioning Adjectives all precede nouns – stressing them Accept points based on the description of the Harpies provided they explain why these features are disgusting. max 3 | 3 |

| Question | Answer | Marks | | | | | | | | | | | | | | |
|----------|--|-------|-------------------------|---|--------------------|---|--|---|------------------------------|---|---|---|---|---|------------------------------|---|
| 1(e) | <p>Award up to 5 marks for performance using the grid below.</p> <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> <p>Specimen translation</p> <p><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>When we arrived here, we entered port, look, we see / saw fat herds of cattle scattered everywhere over the plains, and flocks of goats, unguarded, on the grass.</p> | 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 |
| Mark | Performance description | | | | | | | | | | | | | | | |
| 5 | Perfectly accurate | | | | | | | | | | | | | | | |
| 4 | Overall sense correct: minor error(s) (e.g. tense, number) | | | | | | | | | | | | | | | |
| 3 | Some sense with major errors | | | | | | | | | | | | | | | |
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| 1 | Not coherent: isolated knowledge of vocabulary only | | | | | | | | | | | | | | | |
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| Question | Answer | Marks | | | | | | | | | | | | | | |
|----------|--|-------|-------------------------|---|--------------------|---|--|---|------------------------------|---|---|---|---|---|------------------------------|---|
| 2(a) | The goddess of Dawn (1) | 1 | | | | | | | | | | | | | | |
| 2(b) | <p>Award up to 5 marks for performance using the grid below.</p> <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> <p>Specimen translation</p> <p>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</p> <p>When suddenly the strange form of an unknown man came out of the woods, exhausted by the last pangs of hunger, pitifully dressed, and as a suppliant, stretched his hands towards the shore.</p> | 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 |
| Mark | Performance description | | | | | | | | | | | | | | | |
| 5 | Perfectly accurate | | | | | | | | | | | | | | | |
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| 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 | | | | | | | | | | | | | | | |
| 2(c) | <p><i>dira inluvies</i> (1) dreadfully dirty (1) <i>immissaque barba</i> (1) unkempt beard (1) <i>consertum tegimen spinis</i> (1) clothes fastened together with thorns (1) <i>cetera Graius</i> (1) Greek: he is one of the enemy (1) Must quote Latin for both points – max 2 without Latin. max 4</p> | 4 | | | | | | | | | | | | | | |
| 2(d) | <p>he is scared (1) he saw the (Trojan) weapons (1) (he is a Greek and) they are Trojans (1) the last time they met they were on opposite sides in the Trojan War (1)</p> | 2 | | | | | | | | | | | | | | |
| 2(e)(i) | take me with you (1) | 1 | | | | | | | | | | | | | | |
| 2(e)(ii) | <p><i>praeceps</i> (1) he rushes headlong (1) <i>fletu</i> (1) he is weeping (1) <i>precibus</i> (1) he pleads with them (1) <i>per sidera/ per superos</i> (1) he swears by the stars/ by the gods (1) <i>tollite</i> (1) he uses an imperative (1) max 2</p> | 2 | | | | | | | | | | | | | | |

| Question | Answer | | | | Marks | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------|---|------|--|------|-------|---|------|---|------|---------|---|-----|--|-----|---------|--|-----|--|-----|---------|---|---|---|---|---------|-------------------------|---|-------------------------|---|----|
| 3 | <p>Answers may include references to: how the Cyclops is described which parts may be considered to elicit sympathy and which parts may elicit other feelings</p> <p>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.</p> <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 |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | |
|----------|---|----------|-------------------------|---|--------------------|---|--|---|------------------------------|---|---|---|---|---|------------------------------|----------|
| 4(a) | <i>maxima cum cura</i> (1) he says the statue was returned with the greatest care (1) repetition of superlatives (1) <i>maxima and summa</i> (1) <i>gratulatione ... laetitia</i> (1) using two nouns to emphasise how pleased they are (1) <i>antiquis sedibus</i> (1) highlights its return to ancestral home (1) Must have at least one style (how) point. max 4 | 4 | | | | | | | | | | | | | | |
| 4(b) | <p>Award up to 5 marks for performance using the grid below.</p> <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> <p>Specimen translation</p> <p><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>This (statue) had been placed at Segesta on a very lofty pedestal, on which had been cut in large letters the name of Publius Africanus and a statement was also engraved that he had restored it after having taken Carthage.</p> | 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 |
| Mark | Performance description | | | | | | | | | | | | | | | |
| 5 | Perfectly accurate | | | | | | | | | | | | | | | |
| 4 | Overall sense correct: minor error(s) (e.g. tense, number) | | | | | | | | | | | | | | | |
| 3 | Some sense with major errors | | | | | | | | | | | | | | | |
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| 1 | Not coherent: isolated knowledge of vocabulary only | | | | | | | | | | | | | | | |
| 0 | Totally incorrect or omitted | | | | | | | | | | | | | | | |
| 4(c) | it was the first thing (1) they showed him (1) when he was the quaestor (1) max 2 | 2 | | | | | | | | | | | | | | |
| 4(d)(i) | <i>bow</i> (1) <i>torch</i> (1) | 2 | | | | | | | | | | | | | | |
| 4(d)(ii) | bow reflects that she is goddess of hunting (1) OR bow was her weapon (1) torch represents light like the moon (1) OR she needs a torch as she's associated with the night (1) | 2 | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | |
|-----------|---|-------|-------------------------|---|--------------------|---|--|---|------------------------------|---|---|---|---|---|------------------------------|---|
| 5(a)(i) | (Publius Cornelius) Scipio (Nasica) | 1 | | | | | | | | | | | | | | |
| 5(a)(ii) | protect / support them | 1 | | | | | | | | | | | | | | |
| 5(a)(iii) | He should be defending the honour of his ancestor (1) Africanus was the one who recovered the statue (1) max 1 | 1 | | | | | | | | | | | | | | |
| 5(b) | <i>positum ac dedicatum / demoliendum et asportandum</i> (1) hendiadys (1) string of gerunds at the end (1) with quote (1) contrasting Verres = bad with Scipio Africanus = good getting rid of Scipio's name – very bad Must have at least one style (how) point. max 4 | 4 | | | | | | | | | | | | | | |
| 5(c) | <p>Award up to 5 marks for performance using the grid below.</p> <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> <p>Specimen translation</p> <p><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>They entreat and pray you to restore the object of their worship to them, its proper credit and glory to your own family, so that, what they recovered from the city of their enemies because of Publius Africanus, they can recover from the house of a robber.</p> | 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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| 5(d) | shows it is important to do something for the Segestans (1) repetition of <i>implorant</i> (1) remind people the Segestans have come all the way to Rome (1) <i>adsunt</i> (1) rhetorical question (1) embarrass Scipio into doing the right thing (1) directed personally at Scipio Nasica (1) <i>tu, te, tuam fidem</i> (1) max 3 | 3 | | | | | | | | | | | | | | |

| Question | Answer | | | | Marks | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------|---|------|--|------|-------|---|------|---|------|---------|---|-----|--|-----|---------|--|-----|--|-----|---------|---|---|---|---|---------|-------------------------|---|-------------------------|---|----|
| 6 | <p>Answers may include references to: examples of ways in which Verres' crimes could be seen as making the speech entertaining aspects that are not entertaining about the crimes, but rather sad, sacrilegious etc. other elements that might make the speech entertaining</p> <p>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.</p> <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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| Level 0 | No creditable response. | 0 | No creditable response. | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | |