

# Cambridge IGCSE™

---

**LATIN****0480/23**

Paper 2 Literature

**May/June 2025****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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level 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.







**Annotations guidance for centres**

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

**Annotations**

<b>Annotation</b>	<b>Meaning</b>
	Correct point
	Page or response seen by examiner
	Benefit of doubt given
	Marking level achieved on 10-mark questions: AO2 on the left and AO3 on the right
	Major error in translation
	Minor error in translation

Question	Answer	Marks														
1(a)	<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><b>Specimen translation</b></p> <p><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>My comrades deserted me here in the Cyclops' vast cave, forgetting me, as they left, fearfully, the grim threshold.</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															
2	Part correct: overall sense lacking/unclear															
1	Not coherent: isolated knowledge of vocabulary only															
0	Totally incorrect or omitted															
1(b)(i)	<p>hyperbole (1) metaphor(1) enjambment (1) exclamation / prayer (1) omission of the verb 'to be' in lines 3 and 4 (1) <b>max 1</b></p>	1														
1(b)(ii)	<p><i>pulsat sidera</i> – emphasises how tall the Cyclopes are as if their heads touch the stars (1) <i>talem ... pestem</i> – describes the Cyclopes as a plague – highlights how awful they are (1) <i>cruentis ingens</i> – emphasises his nervousness as his words tumble out (1) <i>di ... avertite</i> - the prayer / exclamation shows the depth of his emotion (1) <b>max 1</b></p>	1														
1(c)	<p>He is not easy to look at (1) not pleasant to talk about (1) not pleasant to speak to (1) he enjoys eating the entrails of humans (1)</p>	2														
1(d)	<p>eye witness account (1) <i>egomet vidi</i> (1) <i>manu magna medio</i> (1) alliteration moaning / murmuring / munching sounds (1) <i>frangeret</i> (1) violent verb (1) <i>aspersa</i> (1) sprinkled blood (1) <i>natarent</i> (1) swimming with blood (1) <i>tepidi ...artus</i> (1) warm limbs juxtaposed with teeth (1) <i>dentibus</i> (1) <b>max 4</b></p>	4														

Question	Answer	Marks
1(e)	<p> <u>  </u> u u  <u>  </u> u u  <u>  </u> u u  <u>  </u> <u>  </u>  <u>  </u> u u  <u>  </u> x            manderet et tepidi tremere sub dentibus artus         </p> <p>Candidates gain 1 mark for getting 3 feet correct and 2 marks for 6 feet correct.</p>	<b>2</b>

Question	Answer	Marks														
2(a)	<i>lumine torvo</i> (1) metaphor / wild eyed (1) <i>Aetnaeos</i> (1) epithet / reminder of provenance (1) <i>concilium horrendum</i> (1) strong adjective (1) <i>quales ...</i> (1) simile, compared to trees (1) <i>coniferae / Iovis ...</i> (1) epithet / description of trees (1) <b>max 4</b>	<b>4</b>														
2(b)	<i>praecipitis</i> (1) headlong (1) <i>metus acer agit</i> (1) personification (1) <i>quocumque</i> (1) they cast off the ropes anyhow (1) <i>ventis ... secundis</i> (1) any favourable wind will do (1)	<b>2</b>														
2(c)	Helenus had ordered them not to (1) each way leads to death (1) there is little difference between the two (1) <b>max 2</b>	<b>2</b>														
2(d)	<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><b>Specimen translation</b></p> <p><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>But look, the north wind arrived, sent out from the narrow headland of Pelorus: I sailed past the natural rock mouth of the Pantagias, Megara's bay, and low-lying Thapsus.</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	<b>5</b>
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															
2(e)	because he had sailed past (1) when he was with Ulysses (1) / he was a comrade of Ulysses (1) / he was with Ulysses (1) on his journey (1) <b>max 2</b>	<b>2</b>														

Question	Answer				Marks	
3	Answers may include references to: supernatural beings with discussion of why they might be considered interesting; mortals and whether they are more or less interesting than the supernatural beings and why. 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.				10	
	Level	AO2 Literary knowledge with understanding	Mark	AO3 Literary criticism with personal response		Mark
	Level 3	A <b>good</b> range of appropriate points with clear and detailed explanation. A <b>good</b> range of Latin quotations / references to the text with relevant discussion. Demonstrates <b>good</b> understanding of the text and its context.	4–5	<b>Good</b> evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.		4–5
	Level 2	Makes relevant points with <b>some</b> explanation. A few Latin quotations / references to the text with discussion. Demonstrates <b>some</b> understanding of the text and its context.	2–3	<b>Some</b> evaluation with use of evidence. Answers offer <b>some</b> 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 <b>minimal</b> understanding of the text and its context.	1	<b>Minimal</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response.		1
	Level 0	No creditable response.	0	No creditable response.		0

Question	Answer	Marks														
4(a)(i)	<i>cum plurimi et lautissimi in eis locis solent esse</i> (1) great numbers of the most elegant men (1) are accustomed to spend time in that district (1) <b>max 2</b>	2														
4(a)(ii)	<i>casu</i> [1] by chance [1] <i>forte</i> [1] as it so happened [1] uses both <i>casu</i> and <i>forte</i> [2] repetition of [1] by chance [1] <b>max 2</b>	2														
4(b)	He was asked when he had set out from Rome (1) and whether there was any news (1)	2														
4(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><b>Specimen translation</b></p> <p>(<i>This is one possible translation of the passage. Examiners will credit all acceptable variants.</i>)</p> <p>When I had replied to him that I was on the road from my province, ‘Indeed, by Hercules,’ he said, ‘from Africa, I suppose’. ‘No,’ I answered, disdainfully, for I was now angry, ‘from Sicily’.</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															
2	Part correct: overall sense lacking/unclear															
1	Not coherent: isolated knowledge of vocabulary only															
0	Totally incorrect or omitted															
4(d)(i)	angry (1) OR scornful (1) <b>max 1</b>	1														
4(d)(ii)	<i>stomachans</i> (1) OR <i>fastidiose</i> (1) 4(d)(i) and 4(d)(ii) must link together: <i>stomachans</i> to angry OR <i>fastidiose</i> to scornful <b>max 1</b>	1														
4(e)	like one of those (1) who knows everything (1)	2														



Question	Answer	Marks														
5(a)	<i>iste</i> (1) emphatic and pejorative (1) <i>sacrorum omnium et religionum hostis praedoque</i> (1) sound of the words / hendiadys / metaphor (1) <i>quasi illa ipsa face percussus esset</i> (1) simile (1) <i>flagrare cupiditate atque amentia coepit</i> (1) metaphor / hendiadys / paired words <i>amentia</i> (1) accuses him of being mad (1) <i>imperat magistratibus</i> (1) rude to the officials (1) <b>max 4</b>	<b>4</b>														
5(b)	extreme religious reverence (1) but also by the greatest respect/fear (1) for the laws and courts of justice (1)	<b>3</b>														
5(c)	by entreating this favour of them (1) then threatens them (1) tries to excite their hopes (1) then to arouse their fears (1) <b>max 3</b>	<b>3</b>														
5(d)	<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><b>Specimen translation</b></p> <p><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>They said that it was (the gift) of the Roman people; that they themselves had no right over a thing which a most illustrious general, having taken a city of the enemy, had chosen to stand there as a monument of the victory of the Roman people.</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	<b>5</b>
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															

Question	Answer				Marks																									
6	<p>Answers may include references to: the rhetorical techniques used by Cicero;</p> <p>the subject matter of the speeches;</p> <p>discussion of whether the subject matter is made unimportant by the use of rhetorical techniques.</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 <b>good</b> range of appropriate points with clear and detailed explanation. A <b>good</b> range of Latin quotations / references to the text with relevant discussion. Demonstrates <b>good</b> understanding of the text and its context.</td><td>4–5</td><td><b>Good</b> 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 <b>some</b> explanation. A few Latin quotations / references to the text with discussion. Demonstrates <b>some</b> understanding of the text and its context.</td><td>2–3</td><td><b>Some</b> evaluation with use of evidence. Answers offer <b>some</b> 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 <b>minimal</b> understanding of the text and its context.</td><td>1</td><td><b>Minimal</b> evaluation of the evidence. Answers offer a <b>minimal</b> 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 <b>good</b> range of appropriate points with clear and detailed explanation. A <b>good</b> range of Latin quotations / references to the text with relevant discussion. Demonstrates <b>good</b> understanding of the text and its context.	4–5	<b>Good</b> evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.	4–5	Level 2	Makes relevant points with <b>some</b> explanation. A few Latin quotations / references to the text with discussion. Demonstrates <b>some</b> understanding of the text and its context.	2–3	<b>Some</b> evaluation with use of evidence. Answers offer <b>some</b> 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 <b>minimal</b> understanding of the text and its context.	1	<b>Minimal</b> evaluation of the evidence. Answers offer a <b>minimal</b> 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 <b>good</b> range of appropriate points with clear and detailed explanation. A <b>good</b> range of Latin quotations / references to the text with relevant discussion. Demonstrates <b>good</b> understanding of the text and its context.	4–5	<b>Good</b> evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.	4–5																										
Level 2	Makes relevant points with <b>some</b> explanation. A few Latin quotations / references to the text with discussion. Demonstrates <b>some</b> understanding of the text and its context.	2–3	<b>Some</b> evaluation with use of evidence. Answers offer <b>some</b> 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 <b>minimal</b> understanding of the text and its context.	1	<b>Minimal</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response.	1																										
Level 0	No creditable response.	0	No creditable response.	0																										