

Cambridge IGCSE™

LATIN**0480/12**

Paper 1 Language

May/June 2026**MARK SCHEME**Maximum Mark: 160

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **6** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific content defined in the mark scheme • the specific skills defined in the mark scheme or in the level descriptions • the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions 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

Annotation	Meaning
	Correct point
	Page or response seen by examiner
	Benefit of doubt given
	Incorrect translation or point
	Omission

Instructions for marking Section A

- *Marks are awarded positively to demonstrate positive achievement, rather than penalising for an incorrect/incomplete response.*
- *Where the sense of the translation is less clear, examiners should give credit for elements that are correct (according to the agreed mark scheme).*
- *Glossed words will have no value for meaning alone.*
- *Active passive interchange is allowed but must be complete – i.e. no missing agent.*
- *Candidates are expected to render the translation passage into sensible English and not rely on a word-for-word substitution translation.*

Specimen translation

(This is one possible translation of the passage. Examiners will credit all acceptable variants.)

Alexander's army was taken to a city whose name is Gordium. Having conquered the city in war, Alexander entered the temple of Jupiter. There he saw the chariot in which King Midas is said to have been carried, and it was no more beautiful than any other. A yoke had been attached to the chariot with a very large knot. From where the knot began, or where its end was, couldn't be discovered by reasoning or examination. When the inhabitants of Gordium had told him that it had been said by a certain oracle that the man who could untie the knot would rule Asia, Alexander himself decided to do it. A crowd of soldiers stood around the general, on edge with both hope and fear, in case a thing bravely started but not finished well would seem unlucky.

For a long time Alexander tried to untie the knot. Then suddenly he said, 'It doesn't matter how it is untied.' Having raised his sword and cut the knot, he fulfilled the prophecy.

This whole country yielded to Alexander and gave him land and money which they would not have offered even to the Persians.

Question	Answer	Marks
1	<i>The translation passage is divided into sense blocks in the table below as an aid to marking.</i>	110
	exercitus (1) <u>Alexandri</u> (1) ducebatur (2) <i>ad</i> urbem (1), cuius (1) nomen (1) <i>est Gordium</i> .	7
	urbe (1) <i>in</i> bello (1) victa (2), <u>Alexander Iovis</u> templum (1) intravit (2).	7
	ibi (1) <u>vehiculum</u> , quo (1) <u>Midam</u> vectum esse (2) dicitur (2), vidit (1),	7
	nec (1) pulchrius (1) quam (1) ullum (1) aliud (1) erat (1).	6
	<u>iugum vehiculo adstrictum erat</u> (1) maximo (2) <u>nodo</u> .	3
	unde (1) <u>nodus</u> inciperet (2) aut (1) ubi (1) esset (1) finis (1) eius (1),	8
	<i>nec</i> cogitando (2) <i>nec</i> (1) spectando (1) cognosci (1) poterat (2).	7
	cum (1) <u>Gordiani</u> nuntiavissent (2) dictum (1) <i>ab oraculo</i> quodam (1),	5
	illum (1) <u>Asiam</u> recturum esse (2) qui (1) <u>nodum solvere</u> (1) posset (1),	6
	<u>Alexander</u> ipse (1) <i>id</i> facere (1) constituit (2).	4
	circum (1) imperatorem (1) stabat (2) turba (1) militum (1) et (1) spe (1) <i>et</i> metu (1) excita (1),	10
	ne (1) res (1), fortiter (1) incepta (1) sed (1) <i>non</i> bene (1) confecta (1), infelix (1) videretur (2).	10
	<u>Alexander nodum solvere</u> diu (1) conatus est (2). tum (1) subito (1) 'nihil' (1), inquit (1), ' <u>interest</u> , quo modo (1) <u>solvatur</u> ' (1).	9
	gladio (1) sublato (2) caeso (1) <i>que</i> (1) <u>nodo oraculum implevit</u> (1).	6
	omnis (1) haec (1) terra (1) <u>Alexandro</u> se dedit (2)	5
	<i>et</i> cives (1) ei (1) agros (1) pecuniam (1) <i>que</i> tradiderunt (2),	6
	<i>ea quae</i> (1) <i>ne Persis</i> (1) quidem (1) obtulissent (1).	4

Question	Answer	Marks
2(a)(i)	An unfamiliar (1) old (1) woman (1) visited Tarquin.	3
2(a)(ii)	With her, she brought nine (1) books (1).	2
2(b)(i)	She said they were prophecies of the gods (1).	1
2(b)(ii)	She wanted (1) to sell (1) the books	2
2(c)	Tarquin asked (1) the price (1)	2
2(d)	The woman demanded (1) such (1) a huge (1) price that the king laughed (1), as if she were mad (1)	5
2(e)(i)	She threw (1) three (1) books onto the fire (1)	3
2(e)(ii)	The woman then asked Tarquin whether/if (1) he wanted/would like (1) to buy (1) the remaining (1) six (1) books at the same (1) price.	6
2(f)	Tarquin laughed much (1) more (1) and said (1) that the woman was definitely <i>vel sim</i> (1) mad	4
2(g)	The woman immediately (1) burned (1) three other/more (1) books	3
2(h)	'King, will (1) you buy my three books at the same price?' (Allow <i>oratio obliqua</i>).	1
2(i)(i)	Tarquin now has a serious expression/face (1); his mind (1) is more (1) attentive.	3
2(i)(ii)	Tarquin pays the same price as/no less a price than (1) she had asked for them all (1).	2
2(j)(i)	The woman departed <i>vel sim</i> (1) and was never (1) seen (1) again/afterwards (1). Max 3	3
2(j)(ii)	The books were kept (1) in a temple (1).	2
2(j)(iii)	Consuls would go to the temple to read (1) the books if (1) the help (1) of the gods had to be sought (1)	4
2(k)	Any 4 for 1 mark each: e.g. veteran, regal, relic, incendiary, library, auxiliary.	4