

Cambridge IGCSE™

LATIN**0480/13**

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

Question	Answer	Marks
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.) Then Alexander arrived at a land of which Oxyartes was in charge. Alexander demanded that two of Oxyartes' sons serve in the army with him. This was willingly accepted. Oxyartes even provided a marvellous dinner for Alexander. While they were very happily eating it, Oxyartes ordered thirty young women to be brought into the dining room, among whom was his own daughter, Roxana by name, a very beautiful girl. Although she had entered among the throng, nevertheless she turned the eyes of all, especially of Alexander, upon her. He at once fell in love with her to such an extent that he said that, for the peace of the kingdom, the Persians and Macedonians should be united by his marriage on the next day. He said, too, that in this way both the shame of the conquered and the pride of the conquerors could be removed. 'Didn't Achilles,' he said, 'from whom I myself have my noble birth, marry a prisoner?' Alexander ordered bread to be brought (for this was the most sacred oath of the Macedonians) which, sliced by a sword, they both ate.		

Question	Answer	Marks
1	<i>The translation passage is divided into sense blocks in the table below as an aid to marking.</i>	110
	inde (1) pervenit (2) <u>Alexander</u> ad terram (1), cui (1) <u>Oxyartes praeerat</u> (1).	6
	ille (1) ut (1) duo (1) filii (1) Oxyartis (1) secum (1) <u>militarent</u> (1) poposcit (2).	9
	hoc (1) libenter (1) acceptum est (2). <u>Oxyartes</u> etiam (1) <u>Alexandro</u> cenam (1) mirabilem (1) prae-buit (2).	9
	dum (1) eam (1) laetissime (2) consumunt (2), in <u>triclinium</u> duci (2) triginta (1) virgines (1) iussit (2),	12
	inter (1) quas (1) erat (1) filia (1) sua (1), <u>Roxana</u> nomine (1), puella (1) pulcherrima (2)	9
	quae (1) quamquam (1) <u>inter</u> turbam (1) processerat (2),	5
	tamen (1) in (1) se (1) oculos (1) omnium (1), maxime (1) Alexandri (1), vertit (2).	9
	statim (1) <u>ille</u> eam (1) adeo (1) amavit (2), <u>ut</u> nuntiaret (2)	7
	<u>Persas</u> et <u>Macedonios</u> matrimonio (1), pro (1) pace (1) regni (1), proximo (1) die (1) iungendos esse (3).	9
	dixit (2) quoque (1) et (1) <u>pudorem</u> victis (1) et <u>superbiam</u> <u>victoribus</u> (1) hoc (1) modo (1) auferri (2) posse (1).	11
	‘nonne (1) <u>Achilles</u> ,’ inquit (1), ‘a quo (1) <u>genus</u> meum (1) ego ipse (1) habeo (2), captivam (1) in matrimonium duxit (2)?’	10
	<u>Alexander</u> imperavit (2) <u>ut</u> panis (1) adferretur (2)	5
	hoc (1) enim (1) <u>apud Macedonios</u> erat (1) <u>sanctissimum</u> (1) <u>pignus</u>	4
	quem (1) caesum (1) gladio (1) uterque (1) consume-bat (1).	5

Question	Answer	Marks
2(a)	A show (1) was being given/put on (1) for the people (1) by Caesar/the emperor (1). There were many (1) savage (1) wild beasts there. Max 5	5
2(b)	The lion was wonderful <i>vel sim</i> (1) it was big (1) -ger (1) and more (1) fierce (1) than all (1) the others (1). Max 6	6
2(c)	The lion stood (1) as if admiring (1) him and then approached (1) him.	3
2(d)	Then he gently/kindly etc. (1) wagged <i>vel sim</i> (1) his tail in the manner of dogs [= like a dog] (1), moved close (1) to Androclus' body and licked his hand (1).	5
2(e)(i)	The crowd shouted out because they had seen (1) an amazing (1) thing (1).	3
2(e)(ii)	Caesar asked Androclus why such (1) a terrible (1) lion had not killed him (1).	3
2(f)(i)	Androclus had escaped (1) from his master's (1) house (1).	3
2(f)(ii)	He was hiding in a wood/forest (1).	1
2(f)(iii)	The lion was wounded (1) in one (1) of its feet (1).	3
2(g)(i)	The lion raised its foot so that Androclus could offer (1) help (1) to it.	2
2(g)(ii)	Androclus saw a dreadful (1) thorn in the lion's (1) foot.	2
2(g)(iii)	Androclus removed (1) the thorn [very] carefully (1).	2
2(h)(i)	Androclus and the lion were captured (1) and sent (1) to the Circus Maximus.	2
2(h)(ii)	<i>tandem</i> (1): at last/finally (1).	2
2(i)(i)	Caesar set both (1) Androclus and the lion free (1)	2
2(i)(ii)	because he was overcome (1) with great (1) joy (1). Max 2	2
2(j)	Any 4 for 1 mark each: e.g. savage, mission, canine, dominate, vulnerable, auxiliary.	4