

Cambridge IGCSE™

LATIN**0480/22**

Paper 2 Literature

May/June 2026**MARK SCHEME**Maximum Mark: 80

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 **11** 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
	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)	love (1) of the child (1) / fear (1) for the (dear) burden (1) max 2	2														
1(b)	<i>immane</i> (1) the spear is really big so it will be strong enough (1) <i>ad aethera fatur</i> (1) he prays first (1) he is likely to succeed because his grip is strong (1) <i>manu valida</i> (1) his hand is huge (1) <i>dextra ingenti</i> (1) he balances it (carefully) as he prepares to throw it (1) <i>librans</i> (1) <i>natam...clausam</i> (1) He encloses her in the bark of a cork tree (1) Credit either 4 points or 2 points with correct Latin quoted. max 4	4														
1(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>) Kind virgin daughter of Latona, inhabitant of the woods, I her father dedicate this child to your service: fleeing the enemy through the air, yours are the first weapons she clasps as a suppliant.	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(d)(i)	Diana	1														
1(d)(ii)	She is a hunting goddess so uses weapons (1) she's the guardian of forests and they are in a forest (1) accept reasonable explanations max 1	1														

Question	Answer	Marks
1(e)	enclosing word order <i>adducto ... lacerto</i> (1) so the drawn back arm is around the twisting spear (1) <i>immittit ... amnem</i> semantic field of noise and speed (1) reinforces the danger to the child (1) <i>infelix</i> and <i>Camilla</i> on each end of line 15 (1) <i>infelix</i> makes us worry about her and the retardation of her name builds up tension in the action (1) <i>iaculo stridente</i> juxtaposed with <i>Camilla</i> (1) hissing javelin and name of small child should not be together sibilance (1) <i>sonuere, super, stridente</i> (1) even though <i>iaculo</i> and <i>stridente</i> go together, <i>Camilla</i> also may be screaming as she is hurled across the river (1) as she is attached to the spear, Virgil is transferring the meaning as the words are juxtaposed (1) <i>infelix ... Camilla</i> enclosing word order (1) Line 13 spondaic - slow (1) Line 14 dactylic - fast (1) max 2	2

Question	Answer	Marks														
2(a)(i)	Apollo	1														
2(a)(ii)	Apollo granted that he would kill Camilla (1)	1														
2(a)(iii)	Phoebus will not let him return (1) home (1)	2														
2(b)	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> So, having been hurled by his hand, the spear made a sound going through the air, all the Volscians turned their minds and (brought their) eyes intently towards the queen.	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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Question	Answer	Marks
2(c)	<i>nihil</i> ... (1) the fact that she is completely unaware of the weapon but we are - dramatic irony (1) <i>aurae</i> ... <i>sonitus</i> ... <i>teli</i> (1) ascending tricolon (1) <i>perlata papillam</i> (1) alliteration (1) <i>teli</i> at the end of the line (1) retardation builds tension (1) <i>papillam haesit</i> (1) enjambment (1) <i>bibit</i> (1) personification (1) <i>papillam / virgineum</i> (1) reminder that she is young and female (1) <i>cruorem</i> not just 'blood' but 'gore' and linked to <i>virgineum</i> at end of line (1) max 4	4
2(d)	_ u u _ _ _ _ _ _ _ u u _ x hasta sub exsertam donec perlata papillam Candidates gain 1 mark for getting 3 feet correct and 2 marks for 6 feet correct	2

Question	Answer	Marks																									
3	Answers may include references to: the involvement of the gods in Camilla’s story: • Diana loves Camilla • Metabus’ prayer was fulfilled • Camilla has been dedicated to her and should be protected • Diana is powerless to save Camilla • Sends Opis to get revenge for Camilla’s death • Apollo’s involvement ways in which they may or may not be regarded as caring about mortals. 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
Level	AO2 Literary knowledge with understanding	Mark	AO3 Literary criticism with personal response	Mark																							
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Question	Answer	Marks														
4(a)	<i>saepe</i> (1) it has been said more than once (1) <i>aera salubrem</i> (1) clean air (1) <i>lac ...</i> (1) the milk is beneficial (1) <i>accommodatissimum</i> (1) use of the superlative (1) <i>et...et</i> (1) the use of the double <i>et</i> emphasises the range of healthy benefits max 4	4														
4(b)	write directions (1) to his people (1) to admit him to the friend's grounds (1) and house (1) contribute anything necessary to the invalid's expenses (1) max 3	3														
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> Moreover, his needs will be small, for he is so thrifty and temperate as not only to abstain from delicacies, but even to deny himself the necessities his health requires.	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)	give to him (1) when he sets out (1) sufficient journey money / resources (1) to take him to the friend's house (1) max 3	3														

Question	Answer	Marks														
5(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 (This is one possible translation of the passage. Examiners will credit all acceptable variants.) Nero accordingly avoided being alone with her, and when she was leaving for her gardens or to her estates at Tusculum and Antium, he praised her for taking a holiday.	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(b)	she was burdensome/annoying/ more than he could he stand (1) wherever she was (1)	2														
5(c)	<i>hactenus consultans</i> (1) highlights the deliberation (1) <i>veneno an ferro vel qua alia vi</i> (1) listing available options (1) <i>Britannici</i> (1) reference to another murder by poison (1) <i>mulieris usu scelerum</i> (1) he is trying to murder an experienced murderer (1) max 4	4														
5(d)	she had strengthened her body (1) by the use of antidotes to poison (1)	2														
5(e)	no one could suggest how the dagger and its work were to be kept secret (1) it was feared too that whoever might be chosen to execute such a crime (1) would spurn the order (1) max 2	2														

Question	Answer	Marks															
6	Answers may include references to: examples of deception and killing from the passages: • e.g. Nero plotting against Agrippina; • Anicetus helping Nero; • death of Britannicus; someone betraying the plot to Agrippina; • the killing of Acerronia; • the Sallust passage being part of the story of the conspiracy of Catiline; • Caesar wanted a war to show his talent; other examples from the passages: e.g. • Pliny and his friend caring for their slaves; • Cato and Caesar being great / talented etc.; • Cato refusing to get involved with conspirators; • Agrippina's escape; a comparison of 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></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	10
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	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	