

Cambridge IGCSE™

LATIN**0480/23**

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 **9** 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)	<i>urgente caterva</i> (1) there is a crowd chasing him (1) <i>dat sese fluvio</i> (1) he jumps in the river (1) Virgil says he gives himself to the river, as if he entrusts himself to it (1) <i>virgine victor</i> (1) alliteration he is victorious too (1) juxtaposition of the two characters (1) <i>donum Triviae</i> (1) describes the child as Diana's gift (1) <i>vellit</i> (1) strong word at end of line – tears the spear out of the grass (1) max 4	4														
1(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> No cities would accept him inside their roofs nor walls, (nor would he have given himself up to them because of his savagery) he passed his life in the shepherds' lonely mountains.	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(c)	udders (1) of a mare (1) milk (1) from wild creatures (1) squeezing teats into her mouth (1) max 2	2														
1(d)	he armed her with a lance (1) he hung arrows (from her shoulder) (1) and a bow (1) max 2	2														
1(e)	_ u u _ u u _ _ _ _ _ u u _ x institerat, iaculo palmas armavit acuto Candidates gain 1 mark for getting 3 feet correct and 2 marks for 6 feet correct	2														

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2(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 <i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i> Then, expiring, in this way she spoke to Acca, one of her peers, faithful to Camilla above (all) others, the only sharer of her cares, and said these words to her.	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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2(b)	the wound (1) exhausts her (1), all around her darkens (1) with shadows (1) max 2	2														
2(c)(i)	Escape (flee) (1) / carry her final commands to Turnus (1) max 1	1														
2(c)(ii)	take her place in the battle (1) / keep the Trojans from the city (1) max 1	1														
2(d)	<i>iamque vale</i> (1) not just <i>vale</i> at the end of her speech (1) <i>linquebat habenas</i> (1) she finally lets go of the reins (1) <i>fluens</i> (1) she slips to the ground (1) <i>non sponte</i> (1) not what she wants to do (1) max 2	2														
2(e)	enjambment (1) as if mirroring her slipping away (1) detailed description of each step of what happens (1) <i>arma relinquens</i> (1) a warrior until the end (1) <i>gemitu</i> (1) not ready to die (1) <i>vita indignata</i> (1) personification of <i>vita</i> 'life force' (1) max 4	4														

Question	Answer				Marks																									
3	Answers may include references to: what is / is not exciting about Camilla's story: events in her life e.g. crossing the river on the spear, killing enemies in battle; how Virgil uses literary techniques when telling it: vivid description e.g. golden armour, gory deaths, foreshadowing by Diana's speech, wolf simile. 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
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4(b)	great power (1) (the command of) an army (1) and a (new) war (1) in which his talents might be displayed (1) max 3	3														
4(c)	<i>studium ... severitatis</i> (1) tricolon; climax (1) <i>divitiis ... divite</i> (1) polyptoton (1) <i>factione ... factioso</i> (1) polyptoton (1) repetition of (1) <i>cum</i> (1) listing (1) <i>esse quam videri bonus malebat</i> (1) actually 'be' rather than 'appear' good (1) Cato is 'old school' Roman which is reflected in (1) <i>maxume</i> as archaic form of <i>maxime</i> (1) max 4	4														
4(d)	the less he sought (1) glory / fame (1) the more it pursued him (1)	3														

Question	Answer	Marks														
5(a)	It was between (1) Misenum (1) and Baiae /Baian lake (1) near the sea (1) max 3	3														
5(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> There was anchored among the others a more ornate ship, as if it also was giving honour to his mother; for of course, she had been accustomed to be carried in a trireme, rowed by marines.	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(c)	so that night (1) would conceal (1) the crime (1)	3														
5(d)	<i>satis constitit exstittisse proditorem</i> (1) someone might have betrayed the plan (1) <i>auditis insidiis</i> (1) heard about the trap (1) <i>an crederet ambiguam</i> (1) she may or may not have believed it (1) max 4	4														

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6	Answers may include references to: The fact that Anicetus suggested the collapsible ship; Nero himself had discounted poison and stabbing; Nero was the one who did the acting to get her on the ship; Someone had possibly betrayed the plan; The canopy collapsing might have killed her but she was in the wrong place so it killed Crepereius; The crew failed to sink the ship; Acerronia was killed mistakenly. Discussion of whether Anicetus was the mastermind or Nero or in fact nobody, since the plan failed. 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
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