

# Cambridge IGCSE™

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**LATIN****0480/22**

Paper 2 Literature

**May/June 2024**

MARK SCHEME

Maximum Mark: 80

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**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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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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.

**MARK SCHEME NOTES**

The mark scheme includes suggested responses but examiners will credit all acceptable variants.

**Key**

;	Separates alternative responses to the question
/	Separates alternative wording within the same response
<b>OR</b>	Separates possible variants in a response which are mutually exclusive (award marks for one OR the other, not parts of each)
[ ]	The word, phrase or unit in brackets is not required but is in the mark scheme for clarification

Question	Answer	Marks
1(a)	it was the first place the Trojans stopped (1) they are islands (1) in the Ionian sea (1) called by the Greek name (1) the Harpies live there (1) after being sent away from Phineus' island (1) <b>max 3</b>	<b>3</b>
1(b)	_ u u   _ _   _ u u   _ _   _ u u   _ x clausa domus mensasque metu liquere priores  candidates gain 1 mark for getting 3 feet correct and 2 marks for 6 feet correct	<b>2</b>
1(c)(i)	simile/comparison metaphor allusion sibilance enjambment hyperbole	<b>1</b>
1(c)(ii)	<i>saevior</i> – compares them unfavourably to something from the underworld – <i>Stygiis ... undis</i> <i>pestis</i> – calls them the worst plague ever, which is very scary and horrible – highlights how awful they are throws a lot of stress on to <i>pestis</i> sinister hissing sound <i>nec saevior ulla ...</i> they are the most awful thing	<b>1</b>
1(d)	Harsh sounding words <i>foedissima</i> ... sounds like a screech Superlatives <i>foedissima</i> etc shows how horrible they are Scatological reference <i>proluviis</i> causes revulsion Emphatic word positioning Adjectives all precede nouns – stressing them Accept points based on the description of the Harpies provided they explain why these features are disgusting.  <b>max 3</b>	<b>3</b>

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1(e)	<p data-bbox="304 248 1070 282">Award up to 5 marks for performance using the grid below.</p> <table border="1" data-bbox="304 315 1281 770"> <thead> <tr> <th data-bbox="304 315 443 378">Mark</th> <th data-bbox="443 315 1281 378">Performance description</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 378 443 443">5</td> <td data-bbox="443 378 1281 443">Perfectly accurate</td> </tr> <tr> <td data-bbox="304 443 443 508">4</td> <td data-bbox="443 443 1281 508">Overall sense correct: minor error(s) (e.g. tense, number)</td> </tr> <tr> <td data-bbox="304 508 443 573">3</td> <td data-bbox="443 508 1281 573">Some sense with major errors</td> </tr> <tr> <td data-bbox="304 573 443 638">2</td> <td data-bbox="443 573 1281 638">Part correct: overall sense lacking/unclear</td> </tr> <tr> <td data-bbox="304 638 443 703">1</td> <td data-bbox="443 638 1281 703">Not coherent: isolated knowledge of vocabulary only</td> </tr> <tr> <td data-bbox="304 703 443 768">0</td> <td data-bbox="443 703 1281 768">Totally incorrect or omitted</td> </tr> </tbody> </table> <p data-bbox="304 804 606 837"><b>Specimen translation</b></p> <p data-bbox="304 873 1246 938"><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p data-bbox="304 974 1211 1072">When we arrived here, we entered port, look, we see / saw fat herds of cattle scattered everywhere over the plains, and flocks of goats, unguarded, on the grass.</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
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2(a)	The goddess of Dawn (1)	1														
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2(c)	<p><i>dira inluvies</i> (1) dreadfully dirty (1)  <i>immissaque barba</i> (1) unkempt beard (1)  <i>consertum tegimen spinis</i> (1) clothes fastened together with thorns (1)  <i>cetera Graius</i> (1) Greek: he is one of the enemy (1)            Must quote Latin for both points – max 2 without Latin.  <b>max 4</b></p>	4														
2(d)	<p>he is scared (1)            he saw the (Trojan) weapons (1)            (he is a Greek and) they are Trojans (1) the last time they met they were on opposite sides in the Trojan War (1)</p>	2														
2(e)(i)	take me with you (1)	1														
2(e)(ii)	<p><i>praeceps</i> (1) he rushes headlong (1)  <i>fletu</i> (1) he is weeping (1)  <i>precibus</i> (1) he pleads with them (1)  <i>per sidera/ per superos</i> (1) he swears by the stars/ by the gods (1)  <i>tollite</i> (1) he uses an imperative (1)  <b>max 2</b></p>	2														

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3	<p>Answers may include references to: how the Cyclops is described which parts may be considered to elicit sympathy and which parts may elicit other feelings</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 border="1" data-bbox="300 517 1334 1753"> <thead> <tr> <th data-bbox="300 517 432 647">Level</th> <th data-bbox="432 517 794 647">AO2 Literary knowledge with understanding</th> <th data-bbox="794 517 901 647">Mark</th> <th data-bbox="901 517 1224 647">AO3 Literary criticism with personal response</th> <th data-bbox="1224 517 1334 647">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 647 432 1050">Level 3</td> <td data-bbox="432 647 794 1050">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 data-bbox="794 647 901 1050">4–5</td> <td data-bbox="901 647 1224 1050"><b>Good</b> evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.</td> <td data-bbox="1224 647 1334 1050">4–5</td> </tr> <tr> <td data-bbox="300 1050 432 1350">Level 2</td> <td data-bbox="432 1050 794 1350">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 data-bbox="794 1050 901 1350">2–3</td> <td data-bbox="901 1050 1224 1350"><b>Some</b> evaluation with use of evidence. Answers offer <b>some</b> personal response to the literature.</td> <td data-bbox="1224 1050 1334 1350">2–3</td> </tr> <tr> <td data-bbox="300 1350 432 1650">Level 1</td> <td data-bbox="432 1350 794 1650">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 data-bbox="794 1350 901 1650">1</td> <td data-bbox="901 1350 1224 1650"><b>Minimal</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response.</td> <td data-bbox="1224 1350 1334 1650">1</td> </tr> <tr> <td data-bbox="300 1650 432 1753">Level 0</td> <td data-bbox="432 1650 794 1753">No creditable response.</td> <td data-bbox="794 1650 901 1753">0</td> <td data-bbox="901 1650 1224 1753">No creditable response.</td> <td data-bbox="1224 1650 1334 1753">0</td> </tr> </tbody> </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
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4(a)	<p><i>maxima cum cura</i> (1) he says the statue was returned with the greatest care (1) repetition of superlatives (1) <i>maxima and summa</i> (1) <i>gratulatione ... laetitia</i> (1) using two nouns to emphasise how pleased they are (1) <i>antiquis sedibus</i> (1) highlights its return to ancestral home (1) Must have at least one style (how) point. <b>max 4</b></p>				4																									

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4(c)	it was the first thing (1) they showed him (1) when he was the quaestor (1) <b>max 2</b>	<b>2</b>														
4(d)(i)	<i>bow</i> (1) <i>torch</i> (1)	<b>2</b>														
4(d)(ii)	bow reflects that she is goddess of hunting (1) <b>OR</b> bow was her weapon (1) torch represents light like the moon (1) <b>OR</b> she needs a torch as she's associated with the night (1)	<b>2</b>														



Question	Answer	Marks														
5(a)(i)	(Publius Cornelius) Scipio (Nasica)	1														
5(a)(ii)	protect / support them	1														
5(a)(iii)	He should be defending the honour of his ancestor (1) Africanus was the one who recovered the statue (1) <b>max 1</b>	1														
5(b)	<i>positum ac dedicatum / demoliendum et asportandum</i> (1) hendiadys (1) string of gerunds at the end (1) with quote (1) contrasting Verres = bad with Scipio Africanus = good getting rid of Scipio's name – very bad Must have at least one style (how) point. <b>max 4</b>	4														
5(c)	Award up to 5 marks for performance using the grid below. <table border="1" data-bbox="304 842 1227 1299"> <thead> <tr> <th>Mark</th> <th>Performance description</th> </tr> </thead> <tbody> <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> </tbody> </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 entreat and pray you to restore the object of their worship to them, its proper credit and glory to your own family, so that, what they recovered from the city of their enemies because of Publius Africanus, they can recover from the house of a robber.</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
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5(d)	shows it is important to do something for the Segestans (1) repetition of <i>implorant</i> (1) remind people the Segestans have come all the way to Rome (1) <i>adsunt</i> (1) rhetorical question (1) embarrass Scipio into doing the right thing (1) directed personally at Scipio Nasica (1) <i>tu, te, tuam fidem</i> (1) <b>max 3</b>	3														

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6	<p>Answers may include references to:  examples of ways in which Verres' crimes could be seen as making the speech entertaining  aspects that are not entertaining about the crimes, but rather sad, sacrilegious etc.  other elements that might make the speech entertaining</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 border="1" data-bbox="301 584 1332 1816"> <thead> <tr> <th data-bbox="301 584 432 719">Level</th> <th data-bbox="432 584 794 719">AO2 Literary knowledge with understanding</th> <th data-bbox="794 584 901 719">Mark</th> <th data-bbox="901 584 1224 719">AO3 Literary criticism with personal response</th> <th data-bbox="1224 584 1332 719">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="301 719 432 1120">Level 3</td> <td data-bbox="432 719 794 1120"> 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 data-bbox="794 719 901 1120">4–5</td> <td data-bbox="901 719 1224 1120"> <b>Good</b> evaluation with detailed analysis of evidence.  Answers offer an informed personal response to the literature. </td> <td data-bbox="1224 719 1332 1120">4–5</td> </tr> <tr> <td data-bbox="301 1120 432 1420">Level 2</td> <td data-bbox="432 1120 794 1420"> 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 data-bbox="794 1120 901 1420">2–3</td> <td data-bbox="901 1120 1224 1420"> <b>Some</b> evaluation with use of evidence.  Answers offer <b>some</b> personal response to the literature. </td> <td data-bbox="1224 1120 1332 1420">2–3</td> </tr> <tr> <td data-bbox="301 1420 432 1720">Level 1</td> <td data-bbox="432 1420 794 1720"> 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 data-bbox="794 1420 901 1720">1</td> <td data-bbox="901 1420 1224 1720"> <b>Minimal</b> evaluation of the evidence.  Answers offer a <b>minimal</b> personal response. </td> <td data-bbox="1224 1420 1332 1720">1</td> </tr> <tr> <td data-bbox="301 1720 432 1816">Level 0</td> <td data-bbox="432 1720 794 1816">No creditable response.</td> <td data-bbox="794 1720 901 1816">0</td> <td data-bbox="901 1720 1224 1816">No creditable response.</td> <td data-bbox="1224 1720 1332 1816">0</td> </tr> </tbody> </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
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