
LATIN**0480/02**

Paper 2 Literature

May/June 2017

MARK SCHEME

Maximum Mark: 80

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE[®], Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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 |
| OR | 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) | <p>Award up to 5 marks for performance using the grid below.</p> <table border="1"> <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>Specimen translation (This is one possible translation of the passage. Examiners will credit all acceptable variants.)</p> <p>Now Turnus leapt forward thinking himself safe, he rose to the full height of his body with his sword uplifted and struck; the Trojans and the anxious Latins shouted out, both battle lines were roused.</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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| 1(b) | <p>Credit any valid points personification of the sword as <i>perfidus</i> simile <i>ocior Euro</i> Turnus looks at his hand and sees a sword hilt he does not recognise <i>capulum ignotum</i> <i>fugit</i> as the first word in the sentence puts the focus on him running away</p> | 3 | | | | | | | | | | | | | | |
| 1(c)(i) | <p>left his father's sword behind took Metiscus' sword</p> | 2 | | | | | | | | | | | | | | |
| 1(c)(ii) | <p><i>praecipitem</i> haste OR <i>dum trepidat</i> he was agitated</p> | 1 | | | | | | | | | | | | | | |
| 1(d) | <p>he made the armour for Aeneas as he was the blacksmith god</p> | 1 | | | | | | | | | | | | | | |
| 1(e) | <p>Credit any valid points simile – it broke like ice the image of the pieces glittering in the sand the fragments are enclosed by <i>fulva</i> and <i>harena</i> enjambment of <i>dissiluit</i></p> | 3 | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | |
|----------|--|----------|-------------------------|---|--------------------|---|--|---|------------------------------|---|---|---|---|---|------------------------------|----------|
| 2(a) | tombstones are reminiscent of death night and shadows – imagery of darkness the song is eerie | 4 | | | | | | | | | | | | | | |
| 2(b) | _ _ _ u u _ _ _ _ _ u u _ x <u>illi membra novus solvit formidine torpor</u> Candidates gain 1 mark for getting 3, 4 or 5 feet correct and 2 marks for 6 feet correct. | 2 | | | | | | | | | | | | | | |
| 2(c) | Candidates must make at least one style point Turnus' limbs went weak he was numbed his hair stood on end <i>arrectaeque horrore comae</i> – hyperbolic description he stopped speaking Juturna loosened and tore her hair scratched her cheeks beat her breast chiasmus line 11 alliteration of the letter p line 11 | 4 | | | | | | | | | | | | | | |
| 2(d) | Award up to 5 marks for performance using the grid below. <table border="1" data-bbox="347 1081 1284 1433"> <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> Specimen translation <i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i> 'Turnus, how can your sister help you now? Or what is left to me now after my endurance? By what skill may I prolong your life? Can I fight against such a monster? Even now I am leaving the battle line'. | 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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| 3 | <p>Answers should include discussion of the characters: Aeneas Turnus Juturna Venus Faunus Dira Jupiter</p> <p>Discussion could include actions and personality traits.</p> <p>Answers may also include references to other aspects of the poem. Points should be illustrated with examples from the text.</p> <p>Award up to 5 marks each for performance against AO2 and AO3 using the grid.</p> <table border="1" data-bbox="308 819 1318 2042"> <thead> <tr> <th data-bbox="308 819 443 936">Level</th> <th data-bbox="443 819 786 936">AO2 Literary knowledge with understanding</th> <th data-bbox="786 819 900 936">Mark</th> <th data-bbox="900 819 1208 936">AO3 Literary criticism with personal response</th> <th data-bbox="1208 819 1318 936">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 936 443 1355">Level 3</td> <td data-bbox="443 936 786 1355">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 data-bbox="786 936 900 1355">4–5</td> <td data-bbox="900 936 1208 1355">Good evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.</td> <td data-bbox="1208 936 1318 1355">4–5</td> </tr> <tr> <td data-bbox="308 1355 443 1641">Level 2</td> <td data-bbox="443 1355 786 1641">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 data-bbox="786 1355 900 1641">2–3</td> <td data-bbox="900 1355 1208 1641">Some evaluation with use of evidence. Answers offer some personal response to the literature.</td> <td data-bbox="1208 1355 1318 1641">2–3</td> </tr> <tr> <td data-bbox="308 1641 443 1962">Level 1</td> <td data-bbox="443 1641 786 1962">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 data-bbox="786 1641 900 1962">1</td> <td data-bbox="900 1641 1208 1962">Minimal evaluation of the evidence. Answers offer a minimal personal response to the literature.</td> <td data-bbox="1208 1641 1318 1962">1</td> </tr> <tr> <td data-bbox="308 1962 443 2042">Level 0</td> <td data-bbox="443 1962 786 2042">No creditable response.</td> <td data-bbox="786 1962 900 2042">0</td> <td data-bbox="900 1962 1208 2042">No creditable response.</td> <td data-bbox="1208 1962 1318 2042">0</td> </tr> </tbody> </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 to the literature. | 1 | Level 0 | No creditable response. | 0 | No creditable response. | 0 | 10 |
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| 4(b) | Credit any valid point rhetorical question <i>num...</i> contrast between <i>ille</i> and <i>tu</i> repetition of the idea <i>num te...coegit...ne hortatus quidem est</i> repetition of <i>placebat</i> with the two opposites: <i>proscripsit</i> and <i>emisti</i> asyndeton | 2 | | | | | | | | | | | | | | |
| 4(c) | The fact that when someone puts a house up for sale saying it is good and well built but it is not really, he is not seen as having deceived people. | 2 | | | | | | | | | | | | | | |
| 4(d) | balanced phrase: <i>ubi...ibi / iudicium emptoris...fraus venditoris</i> highlights the two sides to the argument repetition/word pattern <i>dictum...praestandum est...dictum...est...praestandum</i> | 4 | | | | | | | | | | | | | | |
| 4(e) | rhetorical question humour direct speech for emphasis comparison <i>stultius</i> parody of the auctioneer | 2 | | | | | | | | | | | | | | |

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|-----------|--|-------|-------------------------|---|--------------------|---|--|---|------------------------------|---|---|---|---|---|------------------------------|---|
| 5(a) | He has put a preface in a book that he had already used in another book. | 2 | | | | | | | | | | | | | | |
| 5(b) | He has a volume of prefaces from which he is in the habit of selecting when he has a work ready for one. | 2 | | | | | | | | | | | | | | |
| 5(c) | <p>Award up to 5 marks for performance using the grid below.</p> <table border="1" style="margin-left: 40px;"> <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>Specimen translation (This is one possible translation of the passage. Examiners will credit all acceptable variants.)</p> <p>And so now back at Tusculum I popped this preface into the book which I have sent you, forgetting that I had used it already.</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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| 0 | Totally incorrect or omitted | | | | | | | | | | | | | | | |
| 5(d) | on a boat OR reading <i>Academica</i> | 1 | | | | | | | | | | | | | | |
| 5(e)(i) | written another preface OR sent another preface | 1 | | | | | | | | | | | | | | |
| 5(e)(ii) | tear out the other one and glue the new one in | 1 | | | | | | | | | | | | | | |
| 5(e)(iii) | he is being polite OR he is giving instructions about what to do | 1 | | | | | | | | | | | | | | |
| 5(f) | asks Atticus to give them his regards <i>salutem dices</i> OR refers to them as <i>deliciis atque amoribus meis</i> | 2 | | | | | | | | | | | | | | |

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| 6 | <p>Answers may include references to:</p> <p>Thoughtful because he does not want to interfere too much (?) but shows flair because:</p> <p>he moved the hot chamber of the baths so the chimney was not under the bedrooms;</p> <p>he understands the positioning of rooms for seasons;</p> <p>he recognises that the columns are badly placed and need changing;</p> <p>he realises that Diphilus needs supervision and gets Caesius to watch him;</p> <p>he knows the road needs maintenance and as it is shared, he is getting the other owners to do their parts;</p> <p>he understands the need to sort out the water supply to go through Taurus' farm;</p> <p>he does not appear to do anything about Nicephorus' lack of progress.</p> <p>Thoughtful/thoughtless by getting involved with other people's marital difficulties.</p> <p>Concern over health of former slave...</p> <p>Points should be illustrated with examples from the text.</p> <p>Award up to 5 marks each for performance against AO2 and AO3 using the grid.</p> <table border="1" data-bbox="308 887 1321 2042"> <thead> <tr> <th data-bbox="308 887 443 1003">Level</th> <th data-bbox="443 887 805 1003">AO2 Literary knowledge with understanding</th> <th data-bbox="805 887 911 1003">Mark</th> <th data-bbox="911 887 1219 1003">AO3 Literary criticism with personal response</th> <th data-bbox="1219 887 1321 1003">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 1003 443 1391">Level 3</td> <td data-bbox="443 1003 805 1391"> <p>A good range of appropriate points with clear and detailed explanation.</p> <p>A good range of Latin quotations/ references to the text with relevant discussion.</p> <p>Demonstrates good understanding of the text and its context.</p> </td> <td data-bbox="805 1003 911 1391">4–5</td> <td data-bbox="911 1003 1219 1391"> <p>Good evaluation with detailed analysis of evidence.</p> <p>Answers offer an informed personal response to the literature.</p> </td> <td data-bbox="1219 1003 1321 1391">4–5</td> </tr> <tr> <td data-bbox="308 1391 443 1675">Level 2</td> <td data-bbox="443 1391 805 1675"> <p>Makes relevant points with some explanation.</p> <p>A few Latin quotations/ references to the text with discussion.</p> <p>Demonstrates some understanding of the text and its context.</p> </td> <td data-bbox="805 1391 911 1675">2–3</td> <td data-bbox="911 1391 1219 1675"> <p>Some evaluation with use of evidence.</p> <p>Answers offer some personal response to the literature.</p> </td> <td data-bbox="1219 1391 1321 1675">2–3</td> </tr> <tr> <td data-bbox="308 1675 443 1960">Level 1</td> <td data-bbox="443 1675 805 1960"> <p>Points made are of little or no relevance.</p> <p>One Latin quotation/reference to the text without discussion.</p> <p>Demonstrates minimal understanding of the text and its context.</p> </td> <td data-bbox="805 1675 911 1960">1</td> <td data-bbox="911 1675 1219 1960"> <p>Minimal evaluation of the evidence.</p> <p>Answers offer a minimal personal response to the literature.</p> </td> <td data-bbox="1219 1675 1321 1960">1</td> </tr> <tr> <td data-bbox="308 1960 443 2042">Level 0</td> <td data-bbox="443 1960 805 2042">No creditable response.</td> <td data-bbox="805 1960 911 2042">0</td> <td data-bbox="911 1960 1219 2042">No creditable response.</td> <td data-bbox="1219 1960 1321 2042">0</td> </tr> </tbody> </table> | | | | Level | AO2 Literary knowledge with understanding | Mark | AO3 Literary criticism with personal response | Mark | Level 3 | <p>A good range of appropriate points with clear and detailed explanation.</p> <p>A good range of Latin quotations/ references to the text with relevant discussion.</p> <p>Demonstrates good understanding of the text and its context.</p> | 4–5 | <p>Good evaluation with detailed analysis of evidence.</p> <p>Answers offer an informed personal response to the literature.</p> | 4–5 | Level 2 | <p>Makes relevant points with some explanation.</p> <p>A few Latin quotations/ references to the text with discussion.</p> <p>Demonstrates some understanding of the text and its context.</p> | 2–3 | <p>Some evaluation with use of evidence.</p> <p>Answers offer some personal response to the literature.</p> | 2–3 | Level 1 | <p>Points made are of little or no relevance.</p> <p>One Latin quotation/reference to the text without discussion.</p> <p>Demonstrates minimal understanding of the text and its context.</p> | 1 | <p>Minimal evaluation of the evidence.</p> <p>Answers offer a minimal personal response to the literature.</p> | 1 | Level 0 | No creditable response. | 0 | No creditable response. | 0 | 10 |
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