LATIN **0480/23**

Paper 2   Literature **May/June 2019**

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 International will not enter into discussions about these mark schemes.

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This document consists of **8** 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 descriptors 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
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)	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.*) As he flees he also upbraids all the Rutulians, calling each by name and demanding his familiar sword.	**5**
1(b)	*mortem minatur* – two m sounds (1) draws attention to the words (1); *terretque trementes* – alliteration (1) – harsh sounds, scary words (1); *minatur* and *minitans* (1) emphasise the threat (1); *levia aut ludicra* alliteration (1) emphasises what is at stake (1); *petuntur praemia* alliteration (1) draws attention to what they are seeking (1); *vita et sanguine* hendiadys (1); highlights that Turnus is fighting for his life (1); **max 4**	**4**
1(c)	It was sacred to Faunus (1); it was revered by sailors (1); when they had been saved from the sea (1); they hung up their clothes there (1); as offerings to the Laurentine god (1); **max 4**	**4**

Question	Answer	Marks
1(d)	it was chopped down (1) because the Trojans wanted to fight on a clear plain (1)	**2**

Question	Answer	Marks
2(a)	*cunctanti* Turnus is vulnerable here (1); *telum* described as *fatale* – (1) proleptic and foreboding (1); *coruscat* vivid action verb (1); slow motion feeling as Aeneas takes aim: *oculis* (1); *corpore toto* shows how much he puts into the throw (1); comparison to rocks being hurled by a siege engine and to a thunderbolt shows the absolute power of Aeneas' throw (1) **max 4**	**4**
2(b)	_ u u| _ _ | _ _ | _ u u | _ u u | _ · per medium stridens transit femur incidit ictus **1 mark** for getting 3 feet correct and **2 marks** for 6 feet correct	**2**
2(c)	Award up to **5 marks** for performance using the grid below. | Mark	Performance description
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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 | **Specimen translation** (*This is one possible translation of the passage. Examiners will credit all acceptable variants.*) The Rutulians rose with a groan and the whole mountain echoed around and the high-up glades re-echoed the sound widely.	**5**
2(d)	reference to fathers by name: Anchises and Daunus (1); *deprecor* he is begging (1); *merui* admits that he deserves it – concedes to the victor (1); eyes raised and hand outstretched as a suppliant (1); direct address *te* personalises (1); *senectae* appeal to respect for old age (1); **max 4**	**4**

Question	Answer	Marks

3	Answers may include references to:
	    the fact that the humans can die like Turnus in the passage, but the gods cannot – highlighted by Juturna when she has to leave Turnus;
	    the humans do all the exciting things while the gods sit about watching them;
	    the gods can only join in a little bit, e.g. when Venus gave Aeneas his spear;
	    humans feel fear, e.g. when Turnus sees the Dira and when he runs from Aeneas;
	    the gods can feel anger and frustration just like humans, e.g. Juturna wants to die but cannot;
	    they all have to go along with fate – even Jupiter
	
	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.
		10

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

Question	Answer	Marks
4(a)	Award up to **5 marks** for performance using the grid below.	**5**

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

Specimen translation
(*This is one possible translation of the passage. Examiners will credit all acceptable variants.*)

I thought very highly of Nicephorus your farm bailiff and I enquired of him whether you had given him any instructions about that little place at Laterium about which you spoke to me.

Question	Answer	Marks
4(b)	by the use of the balanced phrase (1) which is mildly humorous and mocking towards Quintus (1); zeugma *addidisse* (1) goes with the work and the price (1); the contrast between *multa* and *nihil* (1); asyndeton (1); abruptness of *se omisisse* with no object (1); alliteration / assonance of these words (1) **max 2**	**2**
4(c)	Cicero says that he is very pleased that his brother is continuing with the additions he has thought up (1) but he rather likes the current austere state of the villa, (1) which contrasts with the flashier ones (1). The extension will please his brother but not necessarily Cicero (1).	**4**
4(d)	he has draped everything in ivy, both the foundation wall of the house (1) and the spaces between the columns of the promenade (1) so that in fact those Greek figures seem to behave like topiary artists to show off the ivy (1) he has made the changing room cool and mossy (1).	**4**

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.*) I saw nothing so kind, nothing so conciliatory than as my brother was to your sister so that even if there had been any offence from the account of the spending, it did not appear. So much for that day.	5
5(b)(i)	Quintus had to go to Arcanum that day (1) and Cicero had to go to Aquinum (1)	2
5(b)(ii)	to have lunch	1
5(c)	Quintus, approval: *humanissime* superlative (1); repeats his speech in direct speech to show it is not offensive (1); *nihil … dulcius* comparative (1); *animo ac vultu* not just his words but the spirit of them and his expression (1); emphatic position of *humanissime* and *nihil* (1) **max 4**	4
5(d)	she asked her husband, in earshot of the guests, (1) whether she was a guest in her own home (1) and Cicero thought it was because she was jealous of Statius' relationship with her husband (1)	3

Question	Answer	Marks

6	Answers may include references to:
	    the educated way in which Cicero writes, including technical details and vocabulary and Greek words;
	    the varied nature of the subject matter;
	    the way in which Cicero uses linguistic features and literary devices even when writing a letter;
	    it could be argued that building work and marital problems are not joyful but mundane and boring;
	    personal correspondence is not meant to be informative to others;
	    Cicero just liked showing off.
	
	Points should be illustrated with examples from the text.
	
	Award up to **5 marks** for performance against each AO using the grid.
		10

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