



## Cambridge IGCSE™

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LATIN

0480/22

Paper 2 Literature

May/June 2021

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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level 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 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
<b>OR</b>	Separates possible variants in a response which are mutually exclusive (award marks for one <b>OR</b> the other, <b>not</b> parts of each)
[ ]	The word, phrase or unit in brackets is not required but is in the mark scheme for clarification

## Section A

Question	Answer	Marks														
1(a)	<p data-bbox="293 315 1062 349">Award up to 5 marks for performance using the grid below.</p> <table border="1" data-bbox="293 383 1197 837"> <thead> <tr> <th data-bbox="293 383 402 448">Mark</th> <th data-bbox="402 383 1197 448">Performance description</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 448 402 512">5</td> <td data-bbox="402 448 1197 512">Perfectly accurate</td> </tr> <tr> <td data-bbox="293 512 402 577">4</td> <td data-bbox="402 512 1197 577">Overall sense correct: minor error(s) (e.g. tense, number)</td> </tr> <tr> <td data-bbox="293 577 402 642">3</td> <td data-bbox="402 577 1197 642">Some sense with major errors</td> </tr> <tr> <td data-bbox="293 642 402 707">2</td> <td data-bbox="402 642 1197 707">Part correct: overall sense lacking/unclear</td> </tr> <tr> <td data-bbox="293 707 402 772">1</td> <td data-bbox="402 707 1197 772">Not coherent: isolated knowledge of vocabulary only</td> </tr> <tr> <td data-bbox="293 772 402 837">0</td> <td data-bbox="402 772 1197 837">Totally incorrect or omitted</td> </tr> </tbody> </table> <p data-bbox="293 875 595 909"><b>Specimen translation</b></p> <p data-bbox="293 943 1235 1008"><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p data-bbox="293 1041 1318 1140">From here there is a road that leads to the waters of Tartarean Acheron. Here, thick with mud a whirlpool seethes in the vast depths, and spews all its sand into Cocytus.</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	<b>5</b>
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1(b)	<p data-bbox="293 1173 895 1442">dreadful in his squalor (1) grim ferryman (1) unkempt white hair straggling from chin (1) flames in eyes (1) dirty cloak hangs (from shoulders) (1) position of <i>sordidus</i> and <i>amictus</i> in line 7 (1) each item is qualified with a vivid adjective (1) line 5 delay of proper name (1)</p> <p data-bbox="293 1476 379 1509"><b>max 3</b></p>	<b>3</b>														
1(c)	<p data-bbox="293 1543 719 1675">moving the boat (with a pole) (1) trimming the sail (1) carrying the dead (1) in his rust-coloured boat (1)</p> <p data-bbox="293 1709 379 1742"><b>max 2</b></p>	<b>2</b>														

Question	Answer	Marks
1(d)	the crowd desperately hurrying (1) even noble heroes end up dead (1) young people who died before reaching potential (1) fathers seeing sons dead (1) simile of vast number of dead (1) list of three on line 13 (1) positions of <i>impositumque</i> and <i>parentum</i> (1) unmarried girls (1) Examples with suitable explanation; for 5 marks must include content and style  <b>max 5</b>	<b>5</b>

Question	Answer	Marks														
2(a)	Trojan (1) famous (1) for piety (1) and fighting (1)  <b>max 3</b>	<b>3</b>														
2(b)	_ _   _ u u   _ _   _ uu   _ u u   _ x si te nulla movet tantae pietatis imago  3 correct feet (1) 6 correct feet (1)	<b>2</b>														
2(c)	she has it hidden in her clothes (1) he marvels (1) it is described as revered (1) fateful twigs (1) repetition of <i>ramum</i> line 4 (1)  <b>max 3</b>	<b>3</b>														
2(d)	Clears the gangways (1) allows Aeneas (1) to get on (the boat) (1) moves the dead people (1)  <b>max 2</b>	<b>2</b>														
2(e)	Award up to 5 marks for performance using the grid below.  <table border="1" data-bbox="296 1140 1185 1597"> <thead> <tr> <th data-bbox="296 1140 403 1205">Mark</th> <th data-bbox="403 1140 1185 1205">Performance description</th> </tr> </thead> <tbody> <tr> <td data-bbox="296 1205 403 1270">5</td> <td data-bbox="403 1205 1185 1270">Perfectly accurate</td> </tr> <tr> <td data-bbox="296 1270 403 1335">4</td> <td data-bbox="403 1270 1185 1335">Overall sense correct: minor error(s) (e.g. tense, number)</td> </tr> <tr> <td data-bbox="296 1335 403 1400">3</td> <td data-bbox="403 1335 1185 1400">Some sense with major errors</td> </tr> <tr> <td data-bbox="296 1400 403 1464">2</td> <td data-bbox="403 1400 1185 1464">Part correct: overall sense lacking/unclear</td> </tr> <tr> <td data-bbox="296 1464 403 1529">1</td> <td data-bbox="403 1464 1185 1529">Not coherent: isolated knowledge of vocabulary only</td> </tr> <tr> <td data-bbox="296 1529 403 1597">0</td> <td data-bbox="403 1529 1185 1597">Totally incorrect or omitted</td> </tr> </tbody> </table> <p data-bbox="296 1630 595 1664"><b>Specimen translation</b></p> <p data-bbox="296 1697 1236 1765"><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p data-bbox="296 1798 1313 1865">Finally, having crossed the river he landed the prophetess and the hero (man) safe on the shapeless mud among the blue grey sedge.</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	<b>5</b>
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3	<p>Answers may include references to:</p> <ul style="list-style-type: none"> <li>• how it is all about dead people and visiting the underworld; descriptions are gloomy and make you sad</li> <li>• the literary features which may be considered to make the text interesting such as: similes, vivid description, epithets, epic features</li> <li>• Aeneas is not dead – hope for the future</li> <li>• golden bough</li> <li>• description of the underworld</li> <li>• Aeneas' reaction to the ghosts</li> <li>• pathos of spirits near the Styx</li> <li>• humour – Hercules/Aeneas in the boat</li> </ul> <p>Points should be illustrated with examples from the text.</p> <p>Award up to 5 marks for performance against each AO using the grid below.</p> <table border="1" data-bbox="296 835 1315 2033"> <thead> <tr> <th data-bbox="296 835 403 965">Level</th> <th data-bbox="403 835 751 965">AO2 Literary knowledge with understanding</th> <th data-bbox="751 835 858 965">Mark</th> <th data-bbox="858 835 1206 965">AO3 Literary criticism with personal response</th> <th data-bbox="1206 835 1315 965">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="296 965 403 1368">3</td> <td data-bbox="403 965 751 1368"> <p>A <b>good</b> range of appropriate points with clear and detailed explanation.</p> <p>A <b>good</b> range of Latin quotations / references to the text with relevant discussion.</p> <p>Demonstrates <b>good</b> understanding of the text and its context.</p> </td> <td data-bbox="751 965 858 1368">4–5</td> <td data-bbox="858 965 1206 1368"> <p><b>Good</b> evaluation with detailed analysis of evidence.</p> <p>Answers offer an informed personal response to the literature.</p> </td> <td data-bbox="1206 965 1315 1368">4–5</td> </tr> <tr> <td data-bbox="296 1368 403 1671">2</td> <td data-bbox="403 1368 751 1671"> <p>Makes relevant points with <b>some</b> explanation.</p> <p>A few Latin quotations / references to the text with discussion.</p> <p>Demonstrates <b>some</b> understanding of the text and its context.</p> </td> <td data-bbox="751 1368 858 1671">2–3</td> <td data-bbox="858 1368 1206 1671"> <p><b>Some</b> evaluation with use of evidence.</p> <p>Answers offer <b>some</b> personal response to the literature.</p> </td> <td data-bbox="1206 1368 1315 1671">2–3</td> </tr> <tr> <td data-bbox="296 1671 403 1966">1</td> <td data-bbox="403 1671 751 1966"> <p>Points made are of little or no relevance.</p> <p>One Latin quotation / reference to the text without discussion.</p> <p>Demonstrates <b>minimal</b> understanding of the text and its context.</p> </td> <td data-bbox="751 1671 858 1966">1</td> <td data-bbox="858 1671 1206 1966"> <p><b>Minimal</b> evaluation of the evidence.</p> <p>Answers offer a <b>minimal</b> personal response.</p> </td> <td data-bbox="1206 1671 1315 1966">1</td> </tr> <tr> <td data-bbox="296 1966 403 2033">0</td> <td data-bbox="403 1966 751 2033">No creditable response.</td> <td data-bbox="751 1966 858 2033">0</td> <td data-bbox="858 1966 1206 2033">No creditable response.</td> <td data-bbox="1206 1966 1315 2033">0</td> </tr> </tbody> </table>				Level	AO2 Literary knowledge with understanding	Mark	AO3 Literary criticism with personal response	Mark	3	<p>A <b>good</b> range of appropriate points with clear and detailed explanation.</p> <p>A <b>good</b> range of Latin quotations / references to the text with relevant discussion.</p> <p>Demonstrates <b>good</b> understanding of the text and its context.</p>	4–5	<p><b>Good</b> evaluation with detailed analysis of evidence.</p> <p>Answers offer an informed personal response to the literature.</p>	4–5	2	<p>Makes relevant points with <b>some</b> explanation.</p> <p>A few Latin quotations / references to the text with discussion.</p> <p>Demonstrates <b>some</b> understanding of the text and its context.</p>	2–3	<p><b>Some</b> evaluation with use of evidence.</p> <p>Answers offer <b>some</b> personal response to the literature.</p>	2–3	1	<p>Points made are of little or no relevance.</p> <p>One Latin quotation / reference to the text without discussion.</p> <p>Demonstrates <b>minimal</b> understanding of the text and its context.</p>	1	<p><b>Minimal</b> evaluation of the evidence.</p> <p>Answers offer a <b>minimal</b> personal response.</p>	1	0	No creditable response.	0	No creditable response.	0	10
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4(b)	describes Catiline as timid (1) then creates the image of Catiline not being able to stand up to him (1) once he gave the word that he should be exiled (1)	<b>3</b>														
4(c)(i)	nearly got murdered (1) in his house (1) yesterday (1) <b>max 2</b>	<b>2</b>														
4(c)(ii)	to reveal everything (1) it was selected as offering more safety (1) <b>max 1</b>	<b>1</b>														
4(d)	describes everyone ostracising Catiline when he came into the senate house (1) rhetorical questions (1) repetition of quis (1) repeated structure in list of questions (1) leading to climax of <i>nudum atque inanem</i> (1) repetition of <i>ut</i> (1) contrast <i>civem</i> and <i>hostem</i> (1) <b>max 4</b>	<b>4</b>														

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5(a)	<p>the important things will be done (1) with the least possible disturbance, (1) greatest dangers shall be avoided without tumult, (1) he will be the commander and he will end the internal civil war (1) use of superlatives (1) tells them he will be a Roman leader wearing a toga (1) tautology/pleonasm (1)</p> <p><b>max 4</b></p>	<b>4</b>														
5(b)	<p>Award up to 5 marks performance using the grid below.</p> <table border="1" data-bbox="296 546 1185 1003"> <thead> <tr> <th data-bbox="296 546 403 611">Mark</th> <th data-bbox="403 546 1185 611">Performance description</th> </tr> </thead> <tbody> <tr> <td data-bbox="296 611 403 676">5</td> <td data-bbox="403 611 1185 676">Perfectly accurate</td> </tr> <tr> <td data-bbox="296 676 403 741">4</td> <td data-bbox="403 676 1185 741">Overall sense correct: minor error(s) (e.g. tense, number)</td> </tr> <tr> <td data-bbox="296 741 403 806">3</td> <td data-bbox="403 741 1185 806">Some sense with major errors</td> </tr> <tr> <td data-bbox="296 806 403 871">2</td> <td data-bbox="403 806 1185 871">Part correct: overall sense lacking/unclear</td> </tr> <tr> <td data-bbox="296 871 403 936">1</td> <td data-bbox="403 871 1185 936">Not coherent: isolated knowledge of vocabulary only</td> </tr> <tr> <td data-bbox="296 936 403 1003">0</td> <td data-bbox="403 936 1185 1003">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>Romans, I shall arrange things so that if it can be done in any way, not even the most worthless man shall suffer the punishment of his crimes in this city.</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	<b>5</b>
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5(c)(i)	violence of open audacity, (1) impending danger over the republic (1) means he cannot be merciful (1)	<b>3</b>														
5(c)(ii)	that no good man shall fall (1) and that they may all be saved (1) by the punishment of a few (1)	<b>3</b>														

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6	<p>Answers may include references to:</p> <ul style="list-style-type: none"> <li>• Cicero uses many rhetorical techniques which means that the speech is well structured and can be seen as engaging;</li> <li>• The subject matter provides the basis for things like patriotism, vivid descriptions, emotive messages etc.</li> </ul> <p>Points should be illustrated with examples from the text.</p> <p>Award up to 5 marks for performance against each AO using the grid below.</p> <table border="1" data-bbox="296 622 1315 1818"> <thead> <tr> <th data-bbox="296 622 402 752">Level</th> <th data-bbox="402 622 751 752">AO2 Literary knowledge with understanding</th> <th data-bbox="751 622 857 752">Mark</th> <th data-bbox="857 622 1206 752">AO3 Literary criticism with personal response</th> <th data-bbox="1206 622 1315 752">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="296 752 402 1155">3</td> <td data-bbox="402 752 751 1155"> <p>A <b>good</b> range of appropriate points with clear and detailed explanation.</p> <p>A <b>good</b> range of Latin quotations / references to the text with relevant discussion.</p> <p>Demonstrates <b>good</b> understanding of the text and its context.</p> </td> <td data-bbox="751 752 857 1155">4–5</td> <td data-bbox="857 752 1206 1155"> <p><b>Good</b> evaluation with detailed analysis of evidence.</p> <p>Answers offer an informed personal response to the literature.</p> </td> <td data-bbox="1206 752 1315 1155">4–5</td> </tr> <tr> <td data-bbox="296 1155 402 1451">2</td> <td data-bbox="402 1155 751 1451"> <p>Makes relevant points with <b>some</b> explanation.</p> <p>A few Latin quotations / references to the text with discussion.</p> <p>Demonstrates <b>some</b> understanding of the text and its context.</p> </td> <td data-bbox="751 1155 857 1451">2–3</td> <td data-bbox="857 1155 1206 1451"> <p><b>Some</b> evaluation with use of evidence.</p> <p>Answers offer <b>some</b> personal response to the literature.</p> </td> <td data-bbox="1206 1155 1315 1451">2–3</td> </tr> <tr> <td data-bbox="296 1451 402 1756">1</td> <td data-bbox="402 1451 751 1756"> <p>Points made are of little or no relevance.</p> <p>One Latin quotation / reference to the text without discussion.</p> <p>Demonstrates <b>minimal</b> understanding of the text and its context.</p> </td> <td data-bbox="751 1451 857 1756">1</td> <td data-bbox="857 1451 1206 1756"> <p><b>Minimal</b> evaluation of the evidence.</p> <p>Answers offer a <b>minimal</b> personal response.</p> </td> <td data-bbox="1206 1451 1315 1756">1</td> </tr> <tr> <td data-bbox="296 1756 402 1818">0</td> <td data-bbox="402 1756 751 1818">No creditable response.</td> <td data-bbox="751 1756 857 1818">0</td> <td data-bbox="857 1756 1206 1818">No creditable response.</td> <td data-bbox="1206 1756 1315 1818">0</td> </tr> </tbody> </table>				Level	AO2 Literary knowledge with understanding	Mark	AO3 Literary criticism with personal response	Mark	3	<p>A <b>good</b> range of appropriate points with clear and detailed explanation.</p> <p>A <b>good</b> range of Latin quotations / references to the text with relevant discussion.</p> <p>Demonstrates <b>good</b> understanding of the text and its context.</p>	4–5	<p><b>Good</b> evaluation with detailed analysis of evidence.</p> <p>Answers offer an informed personal response to the literature.</p>	4–5	2	<p>Makes relevant points with <b>some</b> explanation.</p> <p>A few Latin quotations / references to the text with discussion.</p> <p>Demonstrates <b>some</b> understanding of the text and its context.</p>	2–3	<p><b>Some</b> evaluation with use of evidence.</p> <p>Answers offer <b>some</b> personal response to the literature.</p>	2–3	1	<p>Points made are of little or no relevance.</p> <p>One Latin quotation / reference to the text without discussion.</p> <p>Demonstrates <b>minimal</b> understanding of the text and its context.</p>	1	<p><b>Minimal</b> evaluation of the evidence.</p> <p>Answers offer a <b>minimal</b> personal response.</p>	1	0	No creditable response.	0	No creditable response.	0	10
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