

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2012 question paper
for the guidance of teachers

0480 LATIN

0480/02

Paper 2 (Literature), maximum raw mark 80

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 must be read in conjunction with the question papers and the report on the examination.

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- 1 (a) Amidst the slaughter/going pale/death approaching
- (b) Comments may include: references to personification/metaphor, the river being portrayed like the folds of clothes which could be thought of as a toga; the big river embracing the poor/pathetic little defeated ones. Accept a sensible point which shows understanding and makes a comment on the effectiveness. [3]
- (c) 300 shrines/triple triumph [1]
- (d) [5] Perfectly accurate
 [4] Overall sense correct; minor error(s) (eg 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
- (e) The temple is new so the marble is shining and bright white/shining white is appropriate for Phoebus as sun god [2]
- (f) Languages/what they wear/weapons [2]
- 2 (a) Crack in the wall that joined the two houses/their parents stopped them from seeing each other [2]
- (b) _ u u|_ uu|_ u u|_ _| _ u u|_ u
 cum fieret, paries domui communis utrique [2]
- (c) Endears the characters to the audience/makes it more vivid or immediate/dramatic effect/fits the metre [1]
- (d) [5] Perfectly accurate
 [4] Overall sense correct; minor error(s) (eg 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
- (e) (i) Because it is not a person/walls cannot be envious [1]
 (ii) Add humour/interest in something mundane [1]
- (f) Not stand in the way, allow them to embrace, open up so they might kiss [3]

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- 3 Answers may include references to rhetorical techniques used by the authors.
 simile
 metaphor
 vivid adjectives/verbs
 humour
 pathos
 choice of story
 including things the audience can relate to
 Points should be illustrated with examples from the texts.
 Candidates may gain a maximum of 7 marks if only one author is discussed.
- 4 (a) Grain supply/other valid suggestion [1]
- (b) [5] Perfectly accurate
 [4] Overall sense correct; minor error(s) (eg 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
- (c) There was never a day that was so wild and stormy that the sun was not seen at some time [3]
- (d) Staying in bed all the time, never leaving the house, not being seen by anyone, sarcasm of *bonus imperator*, jingle of *extra tectum...extra lectum* [4]
- (e) He spent his brief days feasting and his long nights in lewd acts and immorality [2]

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- 5 (a) Rhetorical question
- (b) 16-18/at the end of his childhood
- (c) Emphasises that he raised the army all by himself when he was so young, stressing of age, embedding of *ipse*, movement from *miles* to *imperator* in just a few words, the army was *maximi* [3]
- (d) [4] Perfectly accurate
 [3] Overall sense correct; minor error(s) (eg tense, number)
 [2] Part correct; overall sense lacking/unclear
 [1] Not coherent; isolated knowledge of vocabulary only
 [0] Totally incorrect or omitted
- (e) His knowledge came from campaigning not being taught/he was put in charge because of victories not disasters/he was trained by triumphs not campaigns. Any two contrasts. [4]
- (f) Civil War, African, Transalpine, Spanish, naval, slave... [2]
- 6 Answers may include the devices he uses to get his points across about the characters he is describing – many positive comments about Pompey/negative comments about Verres.
 hyperbole
 repetition
 tricolons
 sarcasm
 irony
 analogy
 bathos
 juxtaposition
 comparisons
 detail
 allusion
 Points should be illustrated with examples from the texts.
 Candidates may gain a maximum of 7 marks if only one character is discussed.