



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

LATIN

0480/22

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.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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
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)	charging towards each other (1); throwing spears (1); hand -to-hand fighting (1); clashing shields (1); fighting on open ground (1) max 2	2														
1(b)	<p> _ _ _ u u _ _ _ _ _ u u _ x procursu rapido coniectis eminus hastis 1 mark for getting 3 feet correct and 2 marks for 6 feet correct </p>	2														
1(c)	personification / hyperbole of the ground groaning (1); enclosing word order <i>crebros ictus</i> with <i>ensibus</i> in the middle (1); <i>ictus</i> described as <i>crebros</i> (1); juxtaposition of <i>fors et virtus</i> (1); line 5 starts with <i>congeminant</i> which is balanced by <i>unum</i> at the end of the line showing how close together the two heroes are (1); emphasis created by beginning with the verb <i>dat</i> max 2	2														
1(d)	bulls are perceived as strong and fierce like the heroes (1); Sila / Taburno – mention of places in Italy which is what Aeneas is fighting for domination over (1); the two armies are watching like the herdsmen, cattle and cows (1); the winning bull will be the emperor of the pastures as Aeneas will be a ruler and founder of the empire (1); military terminology used to describe the fight: <i>incurrunt in inimica proelia</i> (1) max 4	4														
1(e)	<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>No differently did Trojan Aeneas and the Daunian hero engage in battle with their shields; a huge crash filled the sky.</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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Question	Answer	Marks														
2(a)	Juturna	1														
2(b)	Jupiter	1														
2(c)	string of rhetorical questions (1); <i>virginitate</i> Juturna feels that she has given a really precious thing (1); and has not been justly repaid (1); <i>vitam aeternam</i> she is sad to have eternal life (1); which is something most mortals would relish (1); <i>ire per umbras</i> she is suicidal (1); because she is so upset (1); enjambment suggests the words pouring out of her mouth like tears (1); sibilance lines 6-7 suggest the sound of sighing (1) max 4	4														
2(d)	alliteration of 'm' sounds in lines 8 and 10 (1) convey the sound of moaning and sadness (1); <i>immortalis ego?</i> the short phrase with the verb omitted and at the start of the line (1) shows Juturna's complete disdain for her special status (1); rhetorical questions (1) show the extent of her frustration with living / immortality (1) max 4	4														
2(e)	<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>Having pronounced so much, she covered her head with a grey veil; groaning a lot, the goddess plunged herself into her deep stream.</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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Question	Answer	Marks
3	<p>Answers may include references to:</p> <ul style="list-style-type: none"> • Aeneas' enthusiasm for battle when he is compared to the mountains • when Turnus' sword breaks • Turnus' fear when he starts running and when he begs for his life • when the armies cry out during the final duel • Turnus begging for a sword and Aeneas threatening anyone who dares to give one to him • the terrifying Dira • Juturna's reaction to her brother's imminent death • the speeches by Turnus and Aeneas during the due; • Aeneas almost being swayed by Turnus' words • Aeneas' anger at the end when he kills Turnus in revenge for the death of Pallas • Turnus' death. <p>Answers may also be credited for discussing aspects other than the depth of emotions which make <i>Aeneid</i> 12 engaging, such as characters, action, similes etc. Points should be illustrated with examples from the text in English or Latin.</p> <p>Award up to 5 marks for performance against each AO using the grid.</p>	10

Question	Answer				Marks
3	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

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4(a)	<p>Award up to 5 marks for performance using the grid below.</p> <table border="1" data-bbox="300 315 1326 779"> <thead> <tr> <th data-bbox="300 315 416 376">Mark</th> <th data-bbox="416 315 1326 376">Performance description</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 376 416 443">5</td> <td data-bbox="416 376 1326 443">perfectly accurate</td> </tr> <tr> <td data-bbox="300 443 416 510">4</td> <td data-bbox="416 443 1326 510">overall sense correct: minor error(s) (e.g. tense, number)</td> </tr> <tr> <td data-bbox="300 510 416 577">3</td> <td data-bbox="416 510 1326 577">some sense with major errors</td> </tr> <tr> <td data-bbox="300 577 416 645">2</td> <td data-bbox="416 577 1326 645">part correct: overall sense lacking/unclear</td> </tr> <tr> <td data-bbox="300 645 416 712">1</td> <td data-bbox="416 645 1326 712">not coherent: isolated knowledge of vocabulary only</td> </tr> <tr> <td data-bbox="300 712 416 779">0</td> <td data-bbox="416 712 1326 779">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>On the Ides / 13 September I was at Laterium. I saw the road which pleased me as it seemed to be like a public highway, except for 150 paces (for I paced it out myself) from that little bridge which is by the temple of Furina, towards Satricum.</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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4(b)	<p><i>pulvis non glarea</i> juxtaposition (1) contrasts the two different materials one of which is acceptable and one not (1); <i>iniecta est</i> choice of words (1) as if the worker has just thrown the earth on carelessly (1); <i>et mutabitur</i> short, definitive statement (1) it is unacceptable and will be changed – future tense (1); <i>velles</i> you don't want to (1) Cicero tells his brother what he does not want – obviously Cicero knows best (1); <i>neque ... neque</i> neither nor they cannot put the road either of those ways (1) strengthened by <i>praesertim</i> (1); max 4</p>	4														
4(c)(i)	Varro had properly made up the road in front of his farm (1) Locusta had not touched it / his (1)	2														
4(c)(ii)	get on to Locusta (1) and stir him up (1)	2														
4(c)(iii)	channelling water (1) through the farm of M Taurus (1)	2														

Question	Answer	Marks														
5(a)	<p><i>vero</i> (1) adds emphasis (1); <i>suavissimum hominem</i> (1) superlative description = approval (1); <i>summi officii</i> (1) another superlative with a genitive of description = approval (1); <i>humanitatis</i> (1) genitive of description = approval (1); <i>te ad se traferret</i> (1) thinks he is so great that Tiro should change over to him (1); describes Lyso as <i>neglegentior</i> (1) comparative = disapproval (1); <i>quia omnes Graeci</i> (1) Cicero thinks Lyso might be like ‘all Greeks’ = disapproval (he is racist) (1); <i>mihi nullas remisit</i> (1) Lyso did not reply to Cicero’s letters (1); repetition of <i>summus</i> (1) hyperbolic emphasis = approval (1) max 6, must include at least one style and one content point</p>	6														
5(b)	<p>repetition of <i>tu</i> (1) shows he is leaving it to Tiro to decide what to do (1); <i>sed</i> (1) contrasts to what he has said before (1); <i>faciendum</i> (1) gerundive of obligation (1); <i>iudicabis</i> (1) future tense second person shows confident expectation (1) max 2</p>	2														
5(c)	<p>Award up to 5 marks for performance using the grid below.</p> <table border="1" data-bbox="300 913 1326 1370"> <thead> <tr> <th data-bbox="300 913 413 978">Mark</th> <th data-bbox="413 913 1326 978">Performance description</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 978 413 1043">5</td> <td data-bbox="413 978 1326 1043">perfectly accurate</td> </tr> <tr> <td data-bbox="300 1043 413 1108">4</td> <td data-bbox="413 1043 1326 1108">overall sense correct: minor error(s) (e.g. tense, number)</td> </tr> <tr> <td data-bbox="300 1108 413 1173">3</td> <td data-bbox="413 1108 1326 1173">some sense with major errors</td> </tr> <tr> <td data-bbox="300 1173 413 1238">2</td> <td data-bbox="413 1173 1326 1238">part correct: overall sense lacking/unclear</td> </tr> <tr> <td data-bbox="300 1238 413 1303">1</td> <td data-bbox="413 1238 1326 1303">not coherent: isolated knowledge of vocabulary only</td> </tr> <tr> <td data-bbox="300 1303 413 1370">0</td> <td data-bbox="413 1303 1326 1370">totally incorrect or omitted</td> </tr> </tbody> </table> <p>Specimen translation <i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>I ask you this my Tiro, do not spare expense in anything that is necessary for your health. I wrote to Curius to advance you any money you ask for.</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)	to give the doctor something (1) so that the doctor will try harder (1)	2														

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6	<p>Answers may include references to:</p> <ul style="list-style-type: none"> • Cicero's subject matter, e.g. health, marriage, house building: this is quite mundane but Cicero's style of writing is still very decorative • Cicero's use of vivid description, variation, direct and indirect speech, Greek quotes, different styles of writing, humour, balanced phrases, sound patterns etc. <p>Points should be illustrated with examples from the text in English or Latin.</p> <p>Award up to 5 marks for performance against each AO using the grid.</p> <table border="1" data-bbox="277 656 1348 1821"> <thead> <tr> <th data-bbox="277 656 411 752">Level</th> <th data-bbox="411 656 790 752">AO2 Literary knowledge with understanding</th> <th data-bbox="790 656 887 752">Mark</th> <th data-bbox="887 656 1251 752">AO3 Literary criticism with personal response</th> <th data-bbox="1251 656 1348 752">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="277 752 411 1155">Level 3</td> <td data-bbox="411 752 790 1155"> <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="790 752 887 1155">4–5</td> <td data-bbox="887 752 1251 1155"> <p>Good evaluation with detailed analysis of evidence.</p> <p>Answers offer an informed personal response to the literature.</p> </td> <td data-bbox="1251 752 1348 1155">4–5</td> </tr> <tr> <td data-bbox="277 1155 411 1451">Level 2</td> <td data-bbox="411 1155 790 1451"> <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="790 1155 887 1451">2–3</td> <td data-bbox="887 1155 1251 1451"> <p>Some evaluation with use of evidence.</p> <p>Answers offer some personal response to the literature.</p> </td> <td data-bbox="1251 1155 1348 1451">2–3</td> </tr> <tr> <td data-bbox="277 1451 411 1753">Level 1</td> <td data-bbox="411 1451 790 1753"> <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="790 1451 887 1753">1</td> <td data-bbox="887 1451 1251 1753"> <p>Minimal evaluation of the evidence.</p> <p>Answers offer a minimal personal response.</p> </td> <td data-bbox="1251 1451 1348 1753">1</td> </tr> <tr> <td data-bbox="277 1753 411 1821">Level 0</td> <td data-bbox="411 1753 790 1821">No creditable response.</td> <td data-bbox="790 1753 887 1821">0</td> <td data-bbox="887 1753 1251 1821">No creditable response.</td> <td data-bbox="1251 1753 1348 1821">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.</p>	1	Level 0	No creditable response.	0	No creditable response.	0	10
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