



# Cambridge IGCSE™

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**LATIN**

**0480/22**

Paper 2 Literature

**May/June 2023**

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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **9** 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 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" data-bbox="316 315 1313 779"> <thead> <tr> <th data-bbox="316 315 456 376">Mark</th> <th data-bbox="456 315 1313 376">Performance description</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 376 456 443">5</td> <td data-bbox="456 376 1313 443">Perfectly accurate</td> </tr> <tr> <td data-bbox="316 443 456 510">4</td> <td data-bbox="456 443 1313 510">Overall sense correct: minor error(s) (e.g. tense, number)</td> </tr> <tr> <td data-bbox="316 510 456 577">3</td> <td data-bbox="456 510 1313 577">Some sense with major errors</td> </tr> <tr> <td data-bbox="316 577 456 645">2</td> <td data-bbox="456 577 1313 645">Part correct: overall sense lacking/unclear</td> </tr> <tr> <td data-bbox="316 645 456 712">1</td> <td data-bbox="456 645 1313 712">Not coherent: isolated knowledge of vocabulary only</td> </tr> <tr> <td data-bbox="316 712 456 779">0</td> <td data-bbox="456 712 1313 779">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>We rush at them with our swords, calling on Jove himself and the gods to join us in our plunder: then we lay out our couches on the curving beach, and feast on the rich foods</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>horrible noise / onomatopoeia (1) <i>magnis clangoribus</i> (1)  alliteration (1) <i>diripiuntque dapes</i> (1)  just by touching the food they make it foul (1) <i>contactuque omnia foedant</i> (1)  smell (1) <i>odorem</i> (1)  different senses referred to (1) e.g. sound and smell + quote (1)  delayed subject <i>Harpyiae</i> for a line after <i>subitae</i></p> <p>Candidates must make reference to both the style and the content  <b>max 4</b></p>	<b>4</b>														
1(c)	<p>They set up the meal under an overhanging rock (1) closed in by trees (1)  They place the tables in the shade (1)</p> <p><b>max 2</b></p>	<b>2</b>														
1(d)	<p>_ u u _ _  _ u u _ _ _ _ u u _ x  turba sonans praedam pedibus circumvolat uncis</p> <p>Candidates gain 1 mark for getting 3 feet correct and 2 marks for 6 feet correct</p>	<b>2</b>														
1(e)	take up weapons (1) wage war on them (1)	<b>2</b>														

Question	Answer	Marks														
2(a)	<p data-bbox="316 248 1082 282">Award up to 5 marks for performance using the grid below.</p> <table border="1" data-bbox="316 315 1313 779"> <thead> <tr> <th data-bbox="316 315 456 376">Mark</th> <th data-bbox="456 315 1313 376">Performance description</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 376 456 443">5</td> <td data-bbox="456 376 1313 443">Perfectly accurate</td> </tr> <tr> <td data-bbox="316 443 456 510">4</td> <td data-bbox="456 443 1313 510">Overall sense correct: minor error(s) (e.g. tense, number)</td> </tr> <tr> <td data-bbox="316 510 456 577">3</td> <td data-bbox="456 510 1313 577">Some sense with major errors</td> </tr> <tr> <td data-bbox="316 577 456 645">2</td> <td data-bbox="456 577 1313 645">Part correct: overall sense lacking/unclear</td> </tr> <tr> <td data-bbox="316 645 456 712">1</td> <td data-bbox="456 645 1313 712">Not coherent: isolated knowledge of vocabulary only</td> </tr> <tr> <td data-bbox="316 712 456 779">0</td> <td data-bbox="456 712 1313 779">Totally incorrect or omitted</td> </tr> </tbody> </table> <p data-bbox="316 813 616 846"><b>Specimen translation</b></p> <p data-bbox="316 880 1257 947"><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p data-bbox="316 981 1233 1081">Therefore take these words of mine to your hearts and set them there. I, the greatest of the Furies, reveal to you what the all-powerful Father prophesied to Apollo, and Phoebus Apollo to me.</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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2(b)	they will get to Italy (1) they will be able to enter the harbours (1)	<b>2</b>														
2(c)	<p data-bbox="316 1180 1289 1314">It says that they will not be able to wall their city (1) which would give them security (1) that they will be so hungry (1) that they will have to eat their tables (1) because of the harm they have done to the Harpies (1) line 8 alliteration of 'm' and 's' (1)</p> <p data-bbox="316 1314 403 1348"><b>max 3</b></p>	<b>3</b>														
2(d)	Celaeno (1)	<b>1</b>														
2(e)	<p data-bbox="316 1449 863 1482"><i>gelidus ... sanguis</i> (1) blood went cold (1)</p> <p data-bbox="316 1482 818 1516"><i>subita ... formidine</i> (1) sudden fear (1)</p> <p data-bbox="316 1516 900 1550"><i>votis precibusque</i> (1) wishes and prayers (1)</p> <p data-bbox="316 1550 914 1583"><i>dirae ... volucres</i> (1) terrible, horrible birds (1)</p> <p data-bbox="316 1583 403 1617"><b>max 4</b></p>	<b>4</b>														

Question	Answer				Marks	
3	Answers may include references to: literary features with examples events of the plot discussion of the balance between the two 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 <b>good</b> range of appropriate points with clear and detailed explanation. A <b>good</b> range of Latin quotations / references to the text with relevant discussion. Demonstrates <b>good</b> understanding of the text and its context.	4–5	<b>Good</b> evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.		4–5
	Level 2	Makes relevant points with <b>some</b> explanation. A few Latin quotations / references to the text with discussion. Demonstrates <b>some</b> understanding of the text and its context.	2–3	<b>Some</b> evaluation with use of evidence. Answers offer <b>some</b> 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 <b>minimal</b> understanding of the text and its context.	1	<b>Minimal</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response.		1
Level 0	No creditable response.	0	No creditable response.	0		

Question	Answer	Marks														
4(a)	He joined in with the people (1) who had gone (to Puteoli) for the spa (1)	2														
4(b)	addresses his audience by name (1) <i>iudices</i> (1) personal involvement (1) <i>mihi</i> (1) comparison/contrast (1) <i>haud scio an ... quam si</i> (1) repetition (1) <i>mihi</i> (1) dubitatio (1) / <i>haud scio</i> (1)	4														
4(c)	<p>Award up to 5 marks for performance using the grid below.</p> <table border="1" data-bbox="316 577 1316 1043"> <thead> <tr> <th data-bbox="316 577 451 642">Mark</th> <th data-bbox="451 577 1316 642">Performance description</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 642 451 707">5</td> <td data-bbox="451 642 1316 707">Perfectly accurate</td> </tr> <tr> <td data-bbox="316 707 451 772">4</td> <td data-bbox="451 707 1316 772">Overall sense correct: minor error(s) (e.g. tense, number)</td> </tr> <tr> <td data-bbox="316 772 451 837">3</td> <td data-bbox="451 772 1316 837">Some sense with major errors</td> </tr> <tr> <td data-bbox="316 837 451 902">2</td> <td data-bbox="451 837 1316 902">Part correct: overall sense lacking/unclear</td> </tr> <tr> <td data-bbox="316 902 451 967">1</td> <td data-bbox="451 902 1316 967">Not coherent: isolated knowledge of vocabulary only</td> </tr> <tr> <td data-bbox="316 967 451 1032">0</td> <td data-bbox="451 967 1316 1032">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>For afterwards I felt that the ears of the Roman people were rather dull, but their eyes were keen and sharp; I stopped thinking about what men were likely to hear about me.</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(d)	<i>pressi</i> (1) he 'haunted' the forum (1) <i>neque ... neque</i> (1) draws contrast between two ideas (1) <i>ianitor</i> (1) doorkeeper – concrete example/image (1) <i>somnus</i> (1) the idea of Cicero waking people up (1) <i>in oculis</i> (1) metaphor (1) repetition of verbs in the first person (1) asyndeton (1) plus examples <b>max 4</b>	4														

Question	Answer	Marks														
5(a)	superlatives (1) <i>lectissimum ornatissimumque</i> (1) repeated m sounds draw attention to his words (1) <i>inquam, lectissimum ornatissimumque adolescentem</i> (1) pair of verbs in first person (1) <i>requiro et flagito</i> (1) direct personal address (1) <i>te officium tuum</i> (1) <b>max 4</b>	<b>4</b>														
5(b)	he is pointing out / asking why Scipio is fighting on the side of someone (1) who has impugned the honour of his family (1)	<b>2</b>														
5(c)	Award up to 5 marks for performance using the grid below. <table border="1" data-bbox="316 645 1318 1111"> <thead> <tr> <th data-bbox="316 645 451 710">Mark</th> <th data-bbox="451 645 1318 710">Performance description</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 710 451 775">5</td> <td data-bbox="451 710 1318 775">Perfectly accurate</td> </tr> <tr> <td data-bbox="316 775 451 840">4</td> <td data-bbox="451 775 1318 840">Overall sense correct: minor error(s) (e.g. tense, number)</td> </tr> <tr> <td data-bbox="316 840 451 904">3</td> <td data-bbox="451 840 1318 904">Some sense with major errors</td> </tr> <tr> <td data-bbox="316 904 451 969">2</td> <td data-bbox="451 904 1318 969">Part correct: overall sense lacking/unclear</td> </tr> <tr> <td data-bbox="316 969 451 1034">1</td> <td data-bbox="451 969 1318 1034">Not coherent: isolated knowledge of vocabulary only</td> </tr> <tr> <td data-bbox="316 1034 451 1099">0</td> <td data-bbox="451 1034 1318 1099">Totally incorrect or omitted</td> </tr> </tbody> </table> <p data-bbox="316 1144 616 1178"><b>Specimen translation</b></p> <p data-bbox="316 1211 1259 1279"><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p data-bbox="316 1312 1305 1447">Why do you want him to be defended? Why do I undertake your role? Why do I pick up your burden? Why does Marcus Tullius reclaim the monuments of Publius Africanus while Publius Scipio is defending the man who took them away?</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(d)	<i>deos immortales</i> (1) appeal to the gods/reference to religion (1) <i>memoriam mortui</i> (1) reference to dead ancestor highlighted by ‘m’ alliteration (1) personal appeal – verbs in 2nd person (1) <i>relinques ac deseres</i> (1) <i>spoliatorem vexatoremque</i> (1) insulting Verres /repeated sound (1) rhetorical question (1) <i>vexatoremque defendis</i> <b>max 4</b>	<b>4</b>														



Question	Answer				Marks																									
6	<p>Answers may include references to: examples of the ways Cicero makes a personal attack on Verres in the speech the actual argument that Cicero had against Verres and how he argues it</p> <p>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.</p> <table border="1" data-bbox="323 517 1305 1749"> <thead> <tr> <th data-bbox="323 517 435 645">Level</th> <th data-bbox="435 517 770 645">AO2 Literary knowledge with understanding</th> <th data-bbox="770 517 882 645">Mark</th> <th data-bbox="882 517 1193 645">AO3 Literary criticism with personal response</th> <th data-bbox="1193 517 1305 645">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="323 645 435 1048">Level 3</td> <td data-bbox="435 645 770 1048">A <b>good</b> range of appropriate points with clear and detailed explanation. A <b>good</b> range of Latin quotations / references to the text with relevant discussion. Demonstrates <b>good</b> understanding of the text and its context.</td> <td data-bbox="770 645 882 1048"><b>4–5</b></td> <td data-bbox="882 645 1193 1048"><b>Good</b> evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.</td> <td data-bbox="1193 645 1305 1048"><b>4–5</b></td> </tr> <tr> <td data-bbox="323 1048 435 1350">Level 2</td> <td data-bbox="435 1048 770 1350">Makes relevant points with <b>some</b> explanation. A few Latin quotations / references to the text with discussion. Demonstrates <b>some</b> understanding of the text and its context.</td> <td data-bbox="770 1048 882 1350"><b>2–3</b></td> <td data-bbox="882 1048 1193 1350"><b>Some</b> evaluation with use of evidence. Answers offer <b>some</b> personal response to the literature.</td> <td data-bbox="1193 1048 1305 1350"><b>2–3</b></td> </tr> <tr> <td data-bbox="323 1350 435 1653">Level 1</td> <td data-bbox="435 1350 770 1653">Points made are of little or no relevance. One Latin quotation / reference to the text without discussion. Demonstrates <b>minimal</b> understanding of the text and its context.</td> <td data-bbox="770 1350 882 1653"><b>1</b></td> <td data-bbox="882 1350 1193 1653"><b>Minimal</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response.</td> <td data-bbox="1193 1350 1305 1653"><b>1</b></td> </tr> <tr> <td data-bbox="323 1653 435 1749">Level 0</td> <td data-bbox="435 1653 770 1749">No creditable response.</td> <td data-bbox="770 1653 882 1749"><b>0</b></td> <td data-bbox="882 1653 1193 1749">No creditable response.</td> <td data-bbox="1193 1653 1305 1749"><b>0</b></td> </tr> </tbody> </table>				Level	AO2 Literary knowledge with understanding	Mark	AO3 Literary criticism with personal response	Mark	Level 3	A <b>good</b> range of appropriate points with clear and detailed explanation. A <b>good</b> range of Latin quotations / references to the text with relevant discussion. Demonstrates <b>good</b> understanding of the text and its context.	<b>4–5</b>	<b>Good</b> evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.	<b>4–5</b>	Level 2	Makes relevant points with <b>some</b> explanation. A few Latin quotations / references to the text with discussion. Demonstrates <b>some</b> understanding of the text and its context.	<b>2–3</b>	<b>Some</b> evaluation with use of evidence. Answers offer <b>some</b> personal response to the literature.	<b>2–3</b>	Level 1	Points made are of little or no relevance. One Latin quotation / reference to the text without discussion. Demonstrates <b>minimal</b> understanding of the text and its context.	<b>1</b>	<b>Minimal</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response.	<b>1</b>	Level 0	No creditable response.	<b>0</b>	No creditable response.	<b>0</b>	<b>10</b>
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