



LATIN

0480/21

Paper 2 Literature

May/June 2018

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 **9** printed pages.

Generic Marking Principles

These generic 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) | <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</p> <p><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>Aeneas pressed on, brandishing his great tree-like spear, and, angered at heart, he cried out in this way: 'Why now yet more delay? Why do you still retreat, Turnus? We must compete hand to hand with fierce weapons, not by running.'</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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| 1 | Not coherent: isolated knowledge of vocabulary only | | | | | | | | | | | | | | | |
| 0 | Totally incorrect or omitted | | | | | | | | | | | | | | | |
| 1(b) | change his appearance (1) summon up all his bravery and skill (1) fly (1) follow the stars to heaven (1) hide in a hole (1) max 3 | 3 | | | | | | | | | | | | | | |
| 1(c) | shakes his head defiantly (1) says he's not scared of Aeneas (1) but (as heroes do) fears the gods (1) fears having Jupiter as an enemy (1) doesn't waste words (1) looks around for a weapon (1) max 3 | 3 | | | | | | | | | | | | | | |
| 1(d) | It was ancient (1) huge (1) it was a field boundary marker (1) it would take 12 men to pick it up (1) max 2 | 2 | | | | | | | | | | | | | | |

| Question | Answer | Marks |
|----------|--|-------|
| 1(e) | <i>manu ... trepida</i> (1) vivid depiction of effort (1) <i>torquebat</i> (1) vivid motion verb (1) <i>altior insurgens</i> (1) builds up tension (1) retardation of <i>heros</i> (1) alliteration in both lines (1) <i>trepida torquebat / cursu concitus</i> (1) repetition of harsh t and c sounds (1) represents violent fighting (1) max 2 | 2 |

| Question | Answer | Marks | | | | | | | | | | | | | | |
|----------|---|-------|-------------------------|---|--------------------|---|--|---|------------------------------|---|---|---|---|---|------------------------------|---|
| 2(a) | Award up to 5 marks for performance using the grid below. <table border="1" data-bbox="320 689 1310 1055"> <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</p> <p><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>‘You are the victor, and the Ausonians have seen me stretch out my hands in defeat: Lavinia is your wife, don’t extend your hatred further.’</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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| 1 | Not coherent: isolated knowledge of vocabulary only | | | | | | | | | | | | | | | |
| 0 | Totally incorrect or omitted | | | | | | | | | | | | | | | |
| 2(b) | hesitation/uncertainty (1) – <i>dextram repressit/cunctantem</i> (1) and then anger (1) – <i>furiis accensus/ira terribilis</i> (1) OR grief (1) <i>doloris</i> (1) max 4 | 4 | | | | | | | | | | | | | | |
| 2(c) | repetition of <i>Pallas</i> (1) reminds the reader of why Aeneas can’t spare Turnus/adds emotion (1) Shows Aeneas nearly give in to Turnus but then see Pallas’ baldric and change his mind back (1) <i>spoliis indute meorum</i> (1) direct speech from Aeneas (1) <i>tunc ...</i> Turnus going to the underworld with a groan (1) <i>gemitu</i> (1) <i>indignata</i> (1) his life does not want to go (1) | 4 | | | | | | | | | | | | | | |
| 2(d) | _ u u _ u u _ u u _ _ _ u u _ x vitaque cum gemitu fugit indignata sub umbras | 2 | | | | | | | | | | | | | | |

| Question | Answer | | | | Marks | | | | | | | | | | | | | | | |
|----------|--|------|---|------|-------|---|------|---|------|---------|---|-----|---|-----|---------|--|-----|---|-----|----|
| 3 | <p>Answers may include references to:</p> <ul style="list-style-type: none"> • exciting events; • the fact that the audience already knew the story; • supernatural occurrences; • metaphors; • metre; • vivid description; • characters; • use of similes; • emotion; • direct speech; • gods as characters. <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="320 808 1310 1697"> <thead> <tr> <th data-bbox="320 808 475 925">Level</th> <th data-bbox="475 808 778 925">AO2 Literary knowledge with understanding</th> <th data-bbox="778 808 890 925">Mark</th> <th data-bbox="890 808 1197 925">AO3 Literary criticism with personal response</th> <th data-bbox="1197 808 1310 925">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 925 475 1346">Level 3</td> <td data-bbox="475 925 778 1346">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.</td> <td data-bbox="778 925 890 1346">4–5</td> <td data-bbox="890 925 1197 1346">Good evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.</td> <td data-bbox="1197 925 1310 1346">4–5</td> </tr> <tr> <td data-bbox="320 1346 475 1697">Level 2</td> <td data-bbox="475 1346 778 1697">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.</td> <td data-bbox="778 1346 890 1697">2–3</td> <td data-bbox="890 1346 1197 1697">Some evaluation with use of evidence. Answers offer some personal response to the literature.</td> <td data-bbox="1197 1346 1310 1697">2–3</td> </tr> </tbody> </table> | | | | 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 | 10 |
| Level | AO2 Literary knowledge with understanding | Mark | AO3 Literary criticism with personal response | Mark | | | | | | | | | | | | | | | | |
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| Question | Answer | | | | Marks |
|----------|--------------|---|-------------|--|-------------|
| 3 | Level | AO2 Literary knowledge with understanding | Mark | AO3 Literary criticism with personal response | Mark |
| | 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) | Write back (1) as quickly as possible (1) | 2 | | | | | | | | | | | | | | |
| 4(b) | <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</p> <p><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>In the bath, I have moved the hot chamber to the other corner of the changing room because it was so placed that its steam-pipe was immediately under the bedrooms.</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(c) | <i>ampla...loco posita</i> he thinks they are a good size (1) and well positioned (1) | 2 | | | | | | | | | | | | | | |

| Question | Answer | Marks |
|-----------|---|-------|
| 4(d)(i) | columns not straight (1) nor correctly positioned (1) | 2 |
| 4(d)(ii) | be demolished (1) | 1 |
| 4(d)(iii) | learn to use a plumb line OR measuring tape (1) | 1 |
| 4(e) | keep an eye on things (1) very diligently (1); the nickname <i>Caesius</i> means 'basher' which explains Cicero's confidence in his words (1) max 2 | 2 |

| Question | Answer | Marks | | | | | | | | | | | | | | |
|----------|---|-------|-------------------------|---|--------------------|---|--|---|------------------------------|---|---|---|---|---|------------------------------|---|
| 5(a) | Tiro | 1 | | | | | | | | | | | | | | |
| 5(b) | parallel clauses with contrasts – <i>valde/paulum</i> ; <i>priore/altera</i> ; <i>perturbatus/recreatus</i> alliteration of the letter p <i>priore pagina</i> asyndeton <i>varie ... recreatus</i> OR explanation max 3 | 3 | | | | | | | | | | | | | | |
| 5(c)(i) | Don't sail or travel by road (1) until you are better (1) | 2 | | | | | | | | | | | | | | |
| 5(c)(ii) | Tells Tiro that seeing him when he is better (1) will be soon enough (1) | 2 | | | | | | | | | | | | | | |
| 5(d) | The doctor is well regarded | 1 | | | | | | | | | | | | | | |
| 5(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</p> <p><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>Yet I am far from satisfied with his treatment. For you ought not to have had soup given you when suffering from weak digestion. However, I have written to him with great earnestness, as also to Lyso.</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(f) | Cicero was bilingual or other reasonable suggestion | 1 | | | | | | | | | | | | | | |

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|----------|---|------|---|------|-------|---|------|---|------|---------|---|-----|---|-----|---------|--|-----|---|-----|----|
| 6 | <p>Answers may include references to:</p> <ul style="list-style-type: none"> • interfering with the design of his brother’s house; • complaining about his sister-in-law to her brother; • passing judgement on the doctor’s skills; • making fun of Diphilus’ skills; • taking on Antony; • inflicting his philosophy on others; • he controls Tiro’s treatment; • he makes decisions about his brother’s villa; • he interferes in his brother’s marriage. <p>Points should be illustrated with examples from the text. Award up to 5 marks for performance against each AO using the grid.</p> <table border="1" data-bbox="320 734 1310 1626"> <thead> <tr> <th data-bbox="320 734 475 853">Level</th> <th data-bbox="475 734 778 853">AO2 Literary knowledge with understanding</th> <th data-bbox="778 734 890 853">Mark</th> <th data-bbox="890 734 1197 853">AO3 Literary criticism with personal response</th> <th data-bbox="1197 734 1310 853">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 853 475 1272">Level 3</td> <td data-bbox="475 853 778 1272">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.</td> <td data-bbox="778 853 890 1272">4–5</td> <td data-bbox="890 853 1197 1272">Good evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.</td> <td data-bbox="1197 853 1310 1272">4–5</td> </tr> <tr> <td data-bbox="320 1272 475 1626">Level 2</td> <td data-bbox="475 1272 778 1626">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.</td> <td data-bbox="778 1272 890 1626">2–3</td> <td data-bbox="890 1272 1197 1626">Some evaluation with use of evidence. Answers offer some personal response to the literature.</td> <td data-bbox="1197 1272 1310 1626">2–3</td> </tr> </tbody> </table> | | | | 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 | 10 |
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