



Cambridge IGCSE™

LATIN

0480/22

Paper 2 Literature

May/June 2020

MARK SCHEME

Maximum Mark: 80

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level 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)	<p>Award up to 5 marks for performance using the grid below.</p> <table border="1" data-bbox="320 315 1310 786"> <thead> <tr> <th data-bbox="320 315 475 376">Mark</th> <th data-bbox="475 315 1310 376">Performance description</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 376 475 443">5</td> <td data-bbox="475 376 1310 443">Perfectly accurate</td> </tr> <tr> <td data-bbox="320 443 475 517">4</td> <td data-bbox="475 443 1310 517">Overall sense correct: minor error(s) (e.g. tense, number)</td> </tr> <tr> <td data-bbox="320 517 475 584">3</td> <td data-bbox="475 517 1310 584">Some sense with major errors</td> </tr> <tr> <td data-bbox="320 584 475 651">2</td> <td data-bbox="475 584 1310 651">Part correct: overall sense lacking/unclear</td> </tr> <tr> <td data-bbox="320 651 475 719">1</td> <td data-bbox="475 651 1310 719">Not coherent: isolated knowledge of vocabulary only</td> </tr> <tr> <td data-bbox="320 719 475 786">0</td> <td data-bbox="475 719 1310 786">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 middle a huge shadowy elm tree spreads its old boughs and branches, which is said to be the seat held by false dreams in a crowd and they cling under all the leaves.</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(b)	<p>Virgil lists lots of different monsters; for each monster he gives a piece of information/description; each of the descriptions is very different from the others: Centaurs are ‘stabled at the doors’, Scylla is ‘double shaped’, Briareus is ‘hundred armed’, the Hydra is ‘hissing’, and given the epithet <i>Lernae</i>, the Chimaera is ‘armed with flames, unexplained allusion to <i>forma tricorporis umbrae</i> suggesting triple bodied Geryon.</p> <p>1 mark for each monster with a correct descriptor OR 1 mark for explanation and 1 mark for each example max 4 in total</p>	4														
1(c)	<p>Aeneas’ reaction is unheroic because he is described as scared <i>trepidus</i> (1) he grabs his sword <i>corripit ... ferrum</i> (1)</p> <p>Aeneas’ reaction is heroic because his natural instinct as a hero is to fight with his sword <i>strictamque aciem ... offert</i> (1)</p> <p><i>subita ... formidine</i> shows that he is really terrified – unheroic (1) OR – heroic because he still tries to fight (1) max 3</p>	3														
1(d)	the Sibyl	1														
1(e)	because as she warns him, they are <i>tenues sine corpore vitas</i> so they are already dead and can’t be killed	2														

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2(a)	This is a vivid description due to the personification of <i>Notus</i> ; enclosing word order <i>tris...noctes</i> ; <i>vexit</i> and <i>prospexi</i> are both at the start of the lines; enjambment lines 1-3 flowing like the wind/waves; alliteration <i>tuta tenebam</i> line 4 emphasises how Palinurus thought he was safe but then he wasn't; <i>ferro</i> at the start of line 7; sound pattern line 7; he was in the sea for three whole nights; use of <i>immensa</i> to describe the water; the wind is described as <i>violentus</i> ; sodden clothing, jagged rock; bathos – he thinks he is finally saved after all that and then the locals attack him: credit reasonable points.	4														
2(b)	<p>Award up to 5 marks for performance using the grid below.</p> <table border="1" data-bbox="320 613 1310 1084"> <thead> <tr> <th data-bbox="320 613 475 678">Mark</th> <th data-bbox="475 613 1310 678">Performance description</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 678 475 743">5</td> <td data-bbox="475 678 1310 743">Perfectly accurate</td> </tr> <tr> <td data-bbox="320 743 475 808">4</td> <td data-bbox="475 743 1310 808">Overall sense correct: minor error(s) (e.g. tense, number)</td> </tr> <tr> <td data-bbox="320 808 475 873">3</td> <td data-bbox="475 808 1310 873">Some sense with major errors</td> </tr> <tr> <td data-bbox="320 873 475 938">2</td> <td data-bbox="475 873 1310 938">Part correct: overall sense lacking/unclear</td> </tr> <tr> <td data-bbox="320 938 475 1003">1</td> <td data-bbox="475 938 1310 1003">Not coherent: isolated knowledge of vocabulary only</td> </tr> <tr> <td data-bbox="320 1003 475 1084">0</td> <td data-bbox="475 1003 1310 1084">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>I beg you unconquered one by the pleasing light and breezes of the sky, by your father, by the hopes for growing lulus snatch me from these evil circumstances.</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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2(c)	<i>invicte</i> flatters Aeneas; use of the personal pronoun <i>tu</i> ; <i>aut ... aut</i> offers two alternative ways Aeneas could help; flatters Aeneas by mentioning his <i>diva creatrix</i> ; implied comparison: surely if Aeneas can travel to the underworld while he is alive, he can bury a dead comrade; <i>misero</i> he wants Aeneas to feel sorry for him	4														
2(d)	<p>_ u u _ _ _ u u _ _ _ u u _ x</p> <p>sedibus ut saltem placidis in morte quiescam</p>	2														

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3	<p>Answers may include references to:</p> <ul style="list-style-type: none"> • personifications: old age, hunger etc. • the description of Charon • false dreams clinging under the leaves • monsters • the river • the whirlpool • the ghosts • the boat groaning under the weight of Aeneas • the characters of Aeneas, the Sibyl, Palinurus and Charon • the excitement of the journey • the supernatural elements of the story <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="320 804 1310 1758"> <thead> <tr> <th data-bbox="320 804 435 954">Level</th> <th data-bbox="435 804 759 954">AO2 Literary knowledge with understanding</th> <th data-bbox="759 804 874 954">Mark</th> <th data-bbox="874 804 1195 954">AO3 Literary criticism with personal response</th> <th data-bbox="1195 804 1310 954">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 954 435 1406">Level 3</td> <td data-bbox="435 954 759 1406"> <p>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.</p> </td> <td data-bbox="759 954 874 1406">4–5</td> <td data-bbox="874 954 1195 1406"> <p>Good evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.</p> </td> <td data-bbox="1195 954 1310 1406">4–5</td> </tr> <tr> <td data-bbox="320 1406 435 1758">Level 2</td> <td data-bbox="435 1406 759 1758"> <p>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.</p> </td> <td data-bbox="759 1406 874 1758">2–3</td> <td data-bbox="874 1406 1195 1758"> <p>Some evaluation with use of evidence. Answers offer some personal response to the literature.</p> </td> <td data-bbox="1195 1406 1310 1758">2–3</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. A good range of Latin quotations / references to the text with relevant discussion. Demonstrates good understanding of the text and its context.</p>	4–5	<p>Good evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.</p>	4–5	Level 2	<p>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.</p>	2–3	<p>Some evaluation with use of evidence. Answers offer some personal response to the literature.</p>	2–3	10
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	Level 0	No creditable response.	0	No creditable response.	0

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4(a)	Cicero uses <i>o</i> which is a very forceful expression in Latin; he refers to Catiline and his group as <i>hanc sentinam</i> dregs; <i>o fortunam</i> at the start is balanced by the strong verb <i>ieiecerit</i> at the end; repetition of <i>am</i>	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>By Hercules, with Catiline alone having been thrown out, the republic seems to me lightened and refreshed; for what evil or wickedness, can be either fabricated or thought of, which he did not conceive?</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)	repetition of <i>quis</i> ; use of a long list of different bad people; rhetorical question; <i>tota Italia</i> hyperbole; sound pattern <i>familiarissime vixisse</i> ; anaphora; asyndeton	4
4(d)(i)	What murder has been committed for years without him, what nefarious act of infamy has not been done by him?	2
4(d)(ii)	It makes the listener/reader ask himself the question; strong language: <i>caedes nefarium stuprum</i> ; retardation of <i>illum</i>	2

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5(b)	pre-empting the reaction of the listeners <i>visa est</i> ; built up to a climax <i>moriendum</i> ; personal involvement <i>meam me mihi</i>	4														
5(c)	a guard at the gate; ambusher on the road; Cicero himself max 2	2														
5(d)	long list of the people who will avenge the crimes; talk of the ancestors <i>maiores</i> ; mention of the fatherland <i>patriam</i> ; use of the 1st person <i>deprehendero</i> as he takes personal responsibility; repetition of <i>esse</i> ; anaphora; asyndeton	4														

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6	<p>Answers may include references to:</p> <ul style="list-style-type: none"> • the fact that the whole thing has one subject which is how awful Catiline is • Cicero uses same techniques over and over again • use of variation • use of rhetorical techniques adds interest • appeals to patriotism would stir emotions in the listeners • wide-ranging vocabulary • adds drama with the way he exaggerates <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.</p> <table border="1" data-bbox="320 712 1305 1659"> <thead> <tr> <th data-bbox="320 712 435 862">Level</th> <th data-bbox="435 712 759 862">AO2 Literary knowledge with understanding</th> <th data-bbox="759 712 874 862">Mark</th> <th data-bbox="874 712 1195 862">AO3 Literary criticism with personal response</th> <th data-bbox="1195 712 1305 862">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 862 435 1312">Level 3</td> <td data-bbox="435 862 759 1312"> <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="759 862 874 1312">4–5</td> <td data-bbox="874 862 1195 1312"> <p>Good evaluation with detailed analysis of evidence.</p> <p>Answers offer an informed personal response to the literature.</p> </td> <td data-bbox="1195 862 1305 1312">4–5</td> </tr> <tr> <td data-bbox="320 1312 435 1659">Level 2</td> <td data-bbox="435 1312 759 1659"> <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="759 1312 874 1659">2–3</td> <td data-bbox="874 1312 1195 1659"> <p>Some evaluation with use of evidence.</p> <p>Answers offer some personal response to the literature.</p> </td> <td data-bbox="1195 1312 1305 1659">2–3</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	10
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