

# Cambridge IGCSE™

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**LATIN****0480/12**

Paper 1 Language

**May/June 2025****MARK SCHEME**Maximum Mark: 160

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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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **7** 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 descriptions 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.






**Annotations guidance for centres**

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

**Annotations**

Annotation	Meaning
	Correct point
	Page or response seen by examiner
	Benefit of doubt given
	Incorrect translation or point
	Omission

Question	Answer	Marks
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**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

**Instructions for marking Section A:**

- *Marks are awarded positively to demonstrate positive achievement, rather than penalising for an incorrect/incomplete response.*
- *Where the sense of the translation is less clear, examiners should give credit for elements that are correct (according to the agreed mark scheme).*
- *Glossed words will have no value for meaning alone.*
- *Active passive interchange is allowed but must be complete – i.e. no missing agent.*
- *Candidates are expected to render the translation passage into sensible English and not rely on a word-for-word substitution translation.*

**Specimen translation**

*(This is one possible translation of the passage. Examiners will credit all acceptable variants.)*

Daedalus hated Crete, because he was being guarded there unwillingly. 'Minos may have everything,' he said, 'but he doesn't rule the sky. In this way, we will go home.' His mind bent towards his new task, he put down feathers, the shorter ones following the long ones. Then he bound together their middles with wax, to make wings. His son Icarus, not knowing that he was touching his own death, was playing nearby: he was snatching feathers and almost ruining his father's work. At last Daedalus, having put the wings onto the boy's body, warned that water would weigh down the wings, if he flew very close to the sea; if too high, the wax would be melted by the sun: 'Take the middle way!' he cried. 'Make your way with me as your guide!' But soon the boy went very high into the sky. Alas! the wax had melted: Icarus fell into the sea, shouting his father's name. The unlucky Daedalus, a father no more, called, 'Icarus, where are you? Where will I look for you?' Having seen the feathers on the water he forever after cursed himself because of his own skill.

Question	Answer	Marks
1	<i>The translation passage is divided into sense blocks in the table below as an aid to marking.</i>	<b>110</b>
	<u>Daedalus Cretam</u> oderat (2), quod (1) ibi (1) invitus (1) custodiebatur (2).	7
	'licet (1) omnia (1) habeat (1),' <i>inquit</i> ; 'caelum (1) tamen (1) <u>Minos</u> non regit (2). sic (1) domum (1) ibimus (2).'	11
	animo (1) <i>ad</i> opus (1) novum (1) verso (2), <u>plumas</u> longas (1) posuit (2), brevioribus (2) sequentibus (2).	12
	tum (1) medias (1) <u>ceris alligavit</u> (1) ut (1) <u>alas</u> faceret (1).	5
	filius (1) <u>Icarus</u> , nesciens (2) se (1) suam (1) mortem (1) tangere (1), prope (1) ludebat (2):	10
	<u>plumas</u> rapiebat (2) <i>et</i> laborem (1) patris (1) paene (1) debebat (2).	7
	tandem (1) <u>Daedalus</u> , <u>alis in</u> corpus (1) pueri (1) positus (2), monuit (2) aquam (1) <u>plumas gravaturam esse</u> (1),	9
	si (1) proxime (2) mari (1) <u>volaret</u> (1); <i>si</i> altius (2), <u>ceras</u> sole (1) <u>solutum iri</u> (2):	10
	'mediam (1) viam (1) tene (2)!' clamavit (2). 'me (1) duce (1) fac (1) iter (1)!'	10
	sed (1) mox (1) <i>puer in caelum</i> altissime (1) ascendit (2).	5
	eheu (1) – <u>tabuerant</u> (1) <u>cerae</u> ! <i>Icarus</i> nomen (1) <i>patris</i> clamans (1) cecidit (2) <i>in mare</i> .	6
	<i>Daedalus</i> infelix (1), <i>non iam</i> (1) <i>pater</i> , ' <u>Icare</u> ,' vocavit (2) 'ubi (1) es (1)? quo (1) te (1) petam (2)?'	10
	<u>plumis in aqua</u> conspectis (2) propter (1) artem (1) <i>suam</i> semper (1) se (1) vituperabat (2).	8

Question	Answer	Marks
2(a)(i)	Prefect/commander[-in-chief] <i>vel sim</i> (1).	1
2(a)(ii)	[Persian] troops (1).	1
2(b)(i)	The Athenians feared an army (1) so close by (1) and of such size (1).	3
2(b)(ii)	Nobody (1).	1
2(b)(iii)	They sent (1) a messenger/message (1).	2
2(b)(iv)	The Athenians told the Spartans of the need (1) for help (1) in a hurry (1). <b>Max 2</b>	2
2(c)(i)	The Athenians appointed ten commanders/generals (1) to take control of their army (1).	2
2(c)(ii)	Miltiades was one of these (1).	1
2(d)(i)	postridie (1) = [on] the next day (1).	2
2(d)(ii)	The Athenians placed their troops at the foot/feet (1) of [the] mountains (1), in a [very] narrow (= not very wide) (1) place, with few (1) trees (1).	5
2(e)	The plan was this, that the Athenians would not only (1) be sheltered ( <i>vel sim</i> ) (1) by the high (1) mountains  but also obstructed (1) by neither trees nor surrounded (1) by a large amount ( <i>vel sim</i> ) (1) of the enemy (1).  OR not obstructed (1) by either trees or surrounded (1) by the amount (1) of the enemy (1). <b>Max 6</b>	6
2(f)(i)	[Datis saw that] it was not (1) a suitable place (1) for his men (1).	3
2(f)(ii)	He trusted (1) his troops; he wanted (1) to fight because he thought it would be better (1) to do so before (1) the Spartan help (1) arrived (1).	6
2(g)	The Athenians fought with so much more (1) courage (1) that they conquered ten times their number (1) and terrified the enemy to such an extent (1) that the Persians made for (1) not their camp (1), but their ships (1). <b>Max 5</b>	5
2(h)	Nothing (1) more amazing (1) has happened since (1); <b>Max 2</b>	4
	never (1) have so few (1) overcome so many (1). <b>Max 2</b>	

Question	Answer	Marks
2(i)	Miltiades had a very fine (1) <i>vel sim</i> image put ( <i>vel sim</i> ) (1) in the middle of Athens.	<b>2</b>
2(j)	Any 4 for 1 mark each: e.g. auxiliary, latitude, hostile, local, credit, gratitude.	<b>4</b>