

Cambridge IGCSE™

LATIN**0480/22**

Paper 2 Literature

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

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
	Marking level achieved on 10-mark questions: AO2 on the left and AO3 on the right
	Major error in translation
	Minor error in translation

Question	Answer	Marks														
1(a)	He was one from the Greek fleets (1) he had waged war on (the household gods of) Troy (1)	2														
1(b)	(If the crime is so great) scatter me in the ocean (1) drown me in the sea (1) if he is to die (1) he would be pleased to die at human hands (1) imperatives (1) repetition of <i>pereo</i> (1) religious language (1) <i>sceleris</i> / iniuria (1) being pleased <i>iuvabit</i> at being killed by humans not usually what one would expect (1) max 4	4														
1(c)(i)	enjambment polyptoton tricolon alliteration	1														
1(c)(ii)	double enjambment lines 6–8 <i>volutans - haerebat</i> replicates his words rushing out in a stream in his desperation <i>genua ... genibus</i> emphasises his status as a suppliant anaphora <i>qui ... quo ... quae ...</i> heightens the impact of the questions repeated pattern of alliteration <i>fortuna fateri</i> double elision line 6 <i>genua amplexus</i> line 8 <i>deinde agitet</i>	1														
1(d)	Offered his right hand (1) strengthened Achaemenides’ spirit with the gesture (1) / made Achaemenides feel better (1) by offering his hand (1) acting almost straight away / not delaying much (1) max 2	2														
1(e)	<p>Award up to 5 marks for performance using the grid below.</p> <table><tr><th>Mark</th><th>Performance description</th></tr><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></table> <p>Specimen translation</p> <p>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</p> <p>‘I am from the country of Ithaca, a comrade of the unfortunate Ulysses, my name is Achaemenides; with my father Adamastus being poor (and if only that fate had continued!) I set out for Troy.’</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(a)	<div><div><div><div></div><div>u</div><div>u</div></div><div><div></div><div></div><div></div></div><div><div></div><div>u</div><div>u</div></div><div><div></div><div></div><div></div></div><div><div></div><div>u</div><div>u</div></div><div><div></div><div></div><div></div></div><div><div></div><div>x</div></div></div><div>nam simul expletus dapibus vinoque sepultus</div><div>Candidates gain 1 mark for getting 3 feet correct and 2 marks for 6 feet correct</div></div>	2														
2(b)	<div><div><i>eructans</i> (1) drooling (1)</div><div><i>saniem ... frusta cruento</i> (1) parts of the men he has eaten (1)</div><div><i>commixta mero</i> (1) wine mixed in with the gore (1)</div><div><i>saniem eructans</i> (1) elision, belching it up (1)</div><div>max 4</div></div>	4														
2(c)	<div>Award up to 5 marks for performance using the grid below.</div> <table><tr><th>Mark</th><th>Performance description</th></tr><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></table> <div><div>Specimen translation</div><div><div><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></div><div>And with a sharp weapon, we pierce(d) his one huge eye, which was lying hidden under a grim brow, like an Argive shield or the lamp of Phoebus.</div></div></div>	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(d)	<div>The Cyclops has eaten them.</div>	1														
2(e)	<div>He repeats <i>fugite</i> (tells them to flee twice) (1), he calls them <i>miseri</i> (1) because they are in danger (1) they might end up in his situation (1), tells them to cut the cable (1), which will allow them to set sail more quickly (1)</div> <div>max 3</div>	3														

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3	<p>Answers may include references to: the story of the Cyclops and the encounter with the Harpies; features of each which may or may not be considered frightening. 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><tr><th>Level</th><th>AO2 Literary knowledge with understanding</th><th>Mark</th><th>AO3 Literary criticism with personal response</th><th>Mark</th></tr><tr><td>Level 3</td><td>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>4–5</td><td>Good evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.</td><td>4–5</td></tr><tr><td>Level 2</td><td>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>2–3</td><td>Some evaluation with use of evidence. Answers offer some personal response to the literature.</td><td>2–3</td></tr><tr><td>Level 1</td><td>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.</td><td>1</td><td>Minimal evaluation of the evidence. Answers offer a minimal personal response.</td><td>1</td></tr><tr><td>Level 0</td><td>No creditable response.</td><td>0</td><td>No creditable response.</td><td>0</td></tr></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	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	10
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4(a)	<i>vere</i> (1) emphasises that he is telling the truth (1) <i>mehercule</i> use of exclamation (1) reference to a god strengthens the oath(1) <i>existimabam</i> use of the first person (1) it is his own personal experience (1) <i>nihil ... nisi</i> force of double negative (1) creating a positive more powerful than just a positive on its own – ‘nothing except’ rather than ‘only’ (1) max 4	4														
4(b)	personalises the argument / use of the first person: (1) <i>miseram, eram</i> (1) asyndeton: (1) <i>frumenti ... sociis</i> (1) listing: (1) <i>frumenti ... sociis</i> (1) superlatives: (1) <i>maximum, diligentissimus, summa</i> (1) max 4	4														
4(c)	<p>Award up to 5 marks for performance using the grid below.</p> <table><tr><th>Mark</th><th>Performance description</th></tr><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></table> <p>Specimen translation</p> <p><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>Certain unheard of honours had been thought up for me by the Sicilians. And so I was leaving in this hope: I was thinking that the Roman people were going to grant to me all things without being asked.</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)	(When he got to Puteoli) nobody even knew (1) who he was (1) where he had just come from (1) what he had been doing (1) he was asked what day he had left Rome (1) and what news there was from there (1) someone thought he had come from Africa (1) Cicero enjoyed the waters (1) max 2	2														

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5(a)	<i>conventum mulierum</i> (1) the women turned out to say goodbye to the statue (1) <i>fletum maiorum</i> (1) old men were crying in public about it (1) <i>arbitramini</i> (1) use of the second person - personal appeal to listeners <i>quem ?</i> (1) rhetorical question to remind them (1) max 4	4														
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5(c)	The day the statue was taken away (1) and the day it was brought back (1)	2														
5(d)	<i>clarissimus ... turpissimus ... impurissimus</i> (1) the superlatives used for the two men are opposites (1) <i>imperator populi Romani ... praetor eiusdem populi</i> (1) both represent the same people but in opposite ways (1) <i>deos</i> (1) in both halves of the statement but being saved in the first half and stolen in the second (1) contrast between <i>sociorum</i> and <i>hostium</i> (1) Scipio is doing good, Verres is not – contrast of <i>recuperatos</i> and <i>nefario scelere</i> (1) <i>tum ... nunc</i> (1) what happened then and what has happened now (1) max 4	4														

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6	<p>Answers may include references to:</p> <p>things we learn about Cicero from these speeches;</p> <p>things we learn about Verres; how little we learn about Plancius.</p> <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><tr><th>Level</th><th>AO2 Literary knowledge with understanding</th><th>Mark</th><th>AO3 Literary criticism with personal response</th><th>Mark</th></tr><tr><td>Level 3</td><td>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>4–5</td><td>Good evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.</td><td>4–5</td></tr><tr><td>Level 2</td><td>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>2–3</td><td>Some evaluation with use of evidence. Answers offer some personal response to the literature.</td><td>2–3</td></tr><tr><td>Level 1</td><td>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.</td><td>1</td><td>Minimal evaluation of the evidence. Answers offer a minimal personal response.</td><td>1</td></tr><tr><td>Level 0</td><td>No creditable response.</td><td>0</td><td>No creditable response.</td><td>0</td></tr></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	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	10
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