



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**LATIN**

**0480/02**

Paper 2 Literature

**For Examination from 2018**

SPECIMEN MARK SCHEME

**1 hour 30 minutes**

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**MAXIMUM MARK: 80**

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This document consists of **8** printed pages.

**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 <b>OR</b> the other, <b>not</b> 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 <b>5 marks</b> 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><b>Specimen translation</b> (This is one possible translation of the passage. Examiners will credit all acceptable variants.)</p> <p>Meanwhile the sky turned and night rushed from Ocean, enveloping the earth and the sky and the tricks of the Greeks in a great shadow.</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)(i)	<p>Accept any <b>one</b> point and award up to <b>2 marks</b>:</p> <p>Use of personification (1) – silence as friendly/<i>amica silentia</i> (1);            Use of tautology (1) – the moon is always silent (1);            Use of chiasmus (1) – <i>tacitae lunae + amica silentia</i> (1);            If you wanted to sneak up on someone, the moon would normally be unhelpful (1) rather than <i>amica</i> (1).</p>	<b>2</b>														
1(b)(ii)	<p>Accept <b>either</b> point:</p> <p>Spooky and menacing to the Trojans;            To give the impression that nature is helping the Greeks/is against the Trojans.</p>	<b>1</b>														
1(c)	<p>3, 4 or 5 feet correct = 1 mark            6 feet correct = 2 marks</p> <p>— ∪ ∪   — ∪ ∪   — —   — —   — ∪ ∪   — ∪ ∪            litora nota petens, flammās cum regia puppis</p>	<b>2</b>														

Question	Answer	Marks
1(d)	Splits the names up with description (1) – <i>dirus/fabricator/primus/lapsi per funem</i> (1).	2
1(e)	<p><b>1 mark</b> for identifying a literary technique used, <b>1 mark</b> for a supporting quotation, <b>and 1 mark</b> for showing understanding of an effect, up to the <b>maximum of 3</b>.</p> <p><b>Note:</b> At least one supporting quotation needed for full marks:</p> <p>Use of hendiadys – <i>somno vinoque</i>;            Use of chiasmus – <i>urbem sepultam + somno vino</i>;            Use of <i>sepultam</i> emphasises depth of sleep/hints of death to come/death being unavoidable;            Uses <i>caeduntur/invadunt</i> first in the line as if they rush upon them;            Uses alliteration – <i>portisque patentibus</i>.</p>	3

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2(a)	<p>Award up to <b>4 marks</b>. Either type of answer is acceptable:</p> <p>He is putting on his sword belt (1) and getting his shield ready to use (1). She is embracing his feet (1) and holding up the child (1).  <b>OR</b>            He is being brave (1) by preparing to fight (1) while she is panicking/afraid (1) and trying to persuade him to look after the family (1).</p>	4														
2(b)	<p>Award up to <b>5 marks</b> for performance using the grid below.</p> <table border="1" style="margin-left: 20px;"> <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><b>Specimen translation</b>  <i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>If you are going away, about to die, also take us with you into everything, but if, having experienced it, you put any hope in taking up arms, first take care of this home.</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)	Anchises.	1														
2(d)	<p>Accept any <b>one</b> point:</p> <p>By using hyperbole – her groan is so loud it fills the whole house;            By using alliteration of the letter m – <i>gemitu tectum omne</i>;            By using <i>vociferans</i> – a vivid present participle.</p>	1														

Question	Answer	Marks
2(e)	Accept any <b>one</b> point and award up to <b>2 marks</b> :  <i>subitum</i> positioned at the start of the line (1) creates tension (1); retardation of <i>monstrum</i> (1) creates suspense (1); <i>dictu ... mirabile</i> (1) shows how it was amazing to tell (1); alliteration of the letter m <u><i>mirabile monstrum</i></u> (1) draws attention to the phenomenon (1).	<b>2</b>
2(f)	Harmless flame (1) on [the boy's] head (1).	<b>2</b>

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3	<p>Answers may include references to:</p> <ul style="list-style-type: none"> <li>• use of similes</li> <li>• metaphors</li> <li>• metre</li> <li>• vivid description</li> <li>• characters</li> <li>• exciting events</li> <li>• emotion</li> <li>• direct speech</li> <li>• gods as characters</li> <li>• supernatural occurrences.</li> </ul> <p>Points should be illustrated with examples from the text.</p> <p>Award up to <b>5 marks each</b> for performance against AO2 and AO3 using the grid.</p> <table border="1" data-bbox="308 860 1321 2047"> <thead> <tr> <th data-bbox="308 860 437 981">Level</th> <th data-bbox="437 860 772 981">AO2 Literary knowledge with understanding</th> <th data-bbox="772 860 879 981">Mark</th> <th data-bbox="879 860 1214 981">AO3 Literary criticism with personal response</th> <th data-bbox="1214 860 1321 981">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 981 437 1375">Level 3</td> <td data-bbox="437 981 772 1375">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="772 981 879 1375">4–5</td> <td data-bbox="879 981 1214 1375"><b>Good</b> evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.</td> <td data-bbox="1214 981 1321 1375">4–5</td> </tr> <tr> <td data-bbox="308 1375 437 1671">Level 2</td> <td data-bbox="437 1375 772 1671">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="772 1375 879 1671">2–3</td> <td data-bbox="879 1375 1214 1671"><b>Some</b> evaluation with use of evidence. Answers offer <b>some</b> personal response to the literature.</td> <td data-bbox="1214 1375 1321 1671">2–3</td> </tr> <tr> <td data-bbox="308 1671 437 1966">Level 1</td> <td data-bbox="437 1671 772 1966">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="772 1671 879 1966">1</td> <td data-bbox="879 1671 1214 1966"><b>Minimal</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response to the literature.</td> <td data-bbox="1214 1671 1321 1966">1</td> </tr> <tr> <td data-bbox="308 1966 437 2047">Level 0</td> <td data-bbox="437 1966 772 2047">No creditable response.</td> <td data-bbox="772 1966 879 2047">0</td> <td data-bbox="879 1966 1214 2047">No creditable response.</td> <td data-bbox="1214 1966 1321 2047">0</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.	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 to the literature.	1	Level 0	No creditable response.	0	No creditable response.	0	<b>10</b>
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4(a)	Snow.	1														
4(b)	He is perceptive/observant (1) he realises the morale of the troops is low (1). He is a good leader/speaker (1) he makes a speech to make the task seem less daunting (1).	4														
4(c)	To attack/conquer Rome.	1														
4(d)	Quite easy (1) because there were only little attacks (1) [by the enemy].	2														
4(e)	The route was shorter (1) and therefore steeper (1).	2														
4(f)	<p>Award up to <b>5 marks</b> 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><b>Specimen translation</b> (This is one possible translation of the passage. Examiners will credit all acceptable variants.)</p> <p>For almost every road was narrow, steep and slippery so that they could not keep themselves from falling and those who had tottered a little could not cling to their foothold and some fell on others and the pack animals fell on the men.</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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Question	Answer	Marks
5(a)	<p><b>1 mark for each relevant point up to the maximum of 2:</b></p> <p>Direct speech; Use of the emphatic <i>O</i>; Direct address to the reader – <i>inquis</i>; Repetition of <i>tam</i>; Hyperbolic <i>mortem</i>.</p>	2
5(b)	Stoic.	1

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5(c)	<p>Award up to <b>5 marks</b> for performance using the grid below.</p> <table border="1" data-bbox="308 304 1198 667"> <thead> <tr> <th data-bbox="308 304 411 353">Mark</th> <th data-bbox="411 304 1198 353">Performance description</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 353 411 405">5</td> <td data-bbox="411 353 1198 405">Perfectly accurate</td> </tr> <tr> <td data-bbox="308 405 411 456">4</td> <td data-bbox="411 405 1198 456">Overall sense correct: minor error(s) (e.g. tense, number)</td> </tr> <tr> <td data-bbox="308 456 411 508">3</td> <td data-bbox="411 456 1198 508">Some sense with major errors</td> </tr> <tr> <td data-bbox="308 508 411 560">2</td> <td data-bbox="411 508 1198 560">Part correct: overall sense lacking/unclear</td> </tr> <tr> <td data-bbox="308 560 411 611">1</td> <td data-bbox="411 560 1198 611">Not coherent: isolated knowledge of vocabulary only</td> </tr> <tr> <td data-bbox="308 611 411 663">0</td> <td data-bbox="411 611 1198 663">Totally incorrect or omitted</td> </tr> </tbody> </table> <p><b>Specimen translation</b> <i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>But, by Hercules, I care for that groan not more than a wave or falling water although I shall hear that for a certain tribe this was the only reason for moving their city because they could not bear the sound of the Nile waterfall.</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)	The voice ( <i>vox</i> ) annoys him more than a noise ( <i>crepitus</i> ) (1), because the voice calls to the mind (1) but the noise fills the ears (1) [and batters them].	<b>3</b>														
5(e)	<p><b>1 mark for each relevant point up to the maximum of 3:</b></p> <p>[In Rome] they had fountains; Street musicians played horns/flutes; They raced boats [with shouting]; They had chariots; They had craftsmen.</p>	<b>3</b>														
5(f)	Intermittent noise.	<b>1</b>														

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6	<p>Answers may include references to:</p> <ul style="list-style-type: none"> <li>• being an excellent general and helping the Greeks to win really important battles</li> <li>• having an excellent reputation</li> <li>• getting ostracised</li> <li>• getting recalled</li> <li>• dying in poverty</li> <li>• not having money to leave to his daughters.</li> </ul> <p>Points should be illustrated with examples from the text.</p> <p>Award up to <b>5 marks each</b> for performance against AO2 and AO3 using the grid.</p> <table border="1" data-bbox="308 757 1321 1944"> <thead> <tr> <th data-bbox="308 757 437 875">Level</th> <th data-bbox="437 757 772 875">AO2 Literary knowledge with understanding</th> <th data-bbox="772 757 879 875">Mark</th> <th data-bbox="879 757 1214 875">AO3 Literary criticism with personal response</th> <th data-bbox="1214 757 1321 875">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 875 437 1272">Level 3</td> <td data-bbox="437 875 772 1272">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="772 875 879 1272">4–5</td> <td data-bbox="879 875 1214 1272"><b>Good</b> evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.</td> <td data-bbox="1214 875 1321 1272">4–5</td> </tr> <tr> <td data-bbox="308 1272 437 1570">Level 2</td> <td data-bbox="437 1272 772 1570">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="772 1272 879 1570">2–3</td> <td data-bbox="879 1272 1214 1570"><b>Some</b> evaluation with use of evidence. Answers offer <b>some</b> personal response to the literature.</td> <td data-bbox="1214 1272 1321 1570">2–3</td> </tr> <tr> <td data-bbox="308 1570 437 1868">Level 1</td> <td data-bbox="437 1570 772 1868">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="772 1570 879 1868">1</td> <td data-bbox="879 1570 1214 1868"><b>Minimal</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response to the literature.</td> <td data-bbox="1214 1570 1321 1868">1</td> </tr> <tr> <td data-bbox="308 1868 437 1944">Level 0</td> <td data-bbox="437 1868 772 1944">No creditable response.</td> <td data-bbox="772 1868 879 1944">0</td> <td data-bbox="879 1868 1214 1944">No creditable response.</td> <td data-bbox="1214 1868 1321 1944">0</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.	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 to the literature.	1	Level 0	No creditable response.	0	No creditable response.	0	<b>10</b>
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