

**MARK SCHEME for the May/June 2011 question paper**  
**for the guidance of teachers**

**0480 LATIN**

**0480/02**

Paper 2 (Literature), maximum raw mark 80

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2011	0480	02

1 (a) Vulcan [1]

(b) \_ u u | \_ uu | \_ \_ | \_ u u | \_ u u | \_ \_  
fecerat ignipotens, illic genus omne futurae [2]

(c) Two of: suckled by the wolf (1) the wolf licking them into shape (see *Two Centuries of Roman Poetry* page 179) (1) the wolf did not eat the babies (1) the twins were not scared of the wolf (1) credit reasonable answers based on the text. [2]

(d) *sine more.* [1]

(e) Alliteration/repetition of c/s sounds (1) crying/clashing of weapons/running feet/violence/urgency in general (1). [2]

(f) [4] Perfectly accurate  
[3] Overall sense correct; minor error(s) (e.g. tense, number)  
[2] Part correct; overall sense lacking/unclear  
[1] Not coherent; isolated knowledge of vocabulary only  
[0] Totally incorrect or omitted [4]

Sample Translation

After, the same kings, having laid aside the struggle between them, were standing armed before the altar of Jove and holding bowls.

(g) Pouring libations to the gods. [1]

(h) Pig (1) to seal the treaty. (1) [2]

**[Total: 15]**

<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2011</b>	<b>0480</b>	<b>02</b>

- 2 (a) Empty scabbard (1) veil (1) not sword. [2]
- (b) She will be given the strength to kill herself. [2]
- (c) Alliteration of m sounds (1), moaning and sobbing. Credit reasonable answers based on the text. [2]
- (d) [6] Perfectly accurate  
 [5] Overall sense correct; minor error(s) (e.g. tense, number)  
 [4] Some sense with major errors  
 [3] Part correct; overall sense lacking/unclear  
 [2] Not coherent; some knowledge of vocabulary  
 [1] Not coherent; isolated knowledge of vocabulary only  
 [0] Totally incorrect or omitted [6]
- Sample Translation  
 O my most wretched parents and his parents grant that we, whom faithful love and the most final hour have joined, be placed in the same tomb.
- (e) *nunc...mox* (1) or change of tense [1]
- (f) Keep the dark coloured fruit (1) as a reminder of the blood or dark colour suitable for mourning (1) [1]

**[Total: 15]**

**3 Of the two authors, Virgil and Ovid, which have you enjoyed reading more?**

Answers should include discussion of the features of each author's work and may include differences and similarities between the two authors. Candidates may refer to humour in Ovid and seriousness and patriotism in Virgil, evocation of character in Ovid. For both authors: similes, vivid descriptions the choice of vivid adjectives and nouns, action verbs, use of imagery, use of personification, appeals to different senses, the filmic quality of the writing, the busyness of the scenes, emotions, pathos. These must be supported with examples from the texts. Candidates may achieve a maximum of 7 marks if only one author is mentioned. [10]

<b>Page 4</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2011</b>	<b>0480</b>	<b>02</b>

- 4 (a) The height of summer. [1]
- (b) Travelled/made journeys or equivalent. [1]
- (c) On the threshing-floor. [1]
- (d) [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]

Sample Translation

Because both the households get together and the size of the slave population is seen and the toil of labour is most troublesome [to the slaves], the abundance of grain attracts attention and the time of year does not hinder.

- (e) (i) Whereas the other governors are busy travelling around the province to check what happening, Verres makes is a permanent camp for himself in the most beautiful part of Syracuse. [3]
- (ii) Sarcastic/ironic/mocking (1), pretends to be saying Verres is an innovator when he is describing his laziness or pretends to make out that the other governors are foolish for running about and Verres is sensible for having a rest. (1) [2]
- (f) He wanted to enjoy a summer holiday/it was a very beautiful place to spend the summer or equivalent or reasonable suggestion based on the text. [1]
- (g) His lecherous friends or equivalent (see *Introducing Cicero* page 65). [1]

**[Total: 15]**

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2011	0480	02

5 (a) Mediterranean sea (see *Introducing Cicero* page 86). [1]

- (b) [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]

Sample Translation

For what place in the whole sea throughout those years either had such a strong garrison that it was safe or was so secluded that it was hidden?

(c) Death and enslavement. [2]

(d) Any two: *tantum, turpe, vetus, (late) divisum, dispersum* with translations. [2]

(e) Nobody thought that all the Roman generals could do it in a year or one general could do it in all his life so this shows that Pompey is really outstanding and the war was really difficult, repetition of *tam* listing of adjectives with explanation. Credit reasonable explanations. [3]

(f) (i) Rhetorical question. [1]

(ii) Draws the listeners in/gets their attention/makes the listener feel it refers to him/her personally/makes the listener think harder about the issue. Credit reasonable suggestions. [1]

[Total: 15]

6 Why do you think Cicero had so much success with his speeches?

Answers may include:

'because he was an excellent speech writer and he put lots of rhetorical techniques in the speeches, such as questions, tricolons, emotional appeals, appeals to pride, sarcasm, mockery, humour, analogy, climax, anaphora...' with examples.

Candidates may also talk about delivery e.g. 'the speeches were very long and would have to have been delivered well to have worked so he must have been a good actor/speaker'.

Candidates may demonstrate wider reading e.g. 'because he studied rhetoric in Athens and Rhodes for two years' (See *Introducing Cicero* page X).

'because he relates his speeches to real life, e.g....'

'because he makes his speeches funny, e.g....'

A candidate can get full marks without referring to things outside the text but all correct points will be credited. [10]