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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **9** 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

Section A

Question	Answer	Marks
1(a)	Award up to 5 marks for performance using the grid below. <table><tr><td>**Mark**</td><td>**Performance description**</td></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> **Specimen translation** (*This is one possible translation of the passage. Examiners will credit all acceptable variants.*) On they went, hidden in solitary night, through gloom, through Dis' empty halls, and insubstantial kingdom.	**5**
1(b)	_ u u |_ _ |_ _ | _ |_ u u| _ x quale per incertam lunam sub luce maligna three feet correct (1) six feet correct (2)	**2**
1(c)	buried the sky (1) with a shadow (1) **OR** buried (1) the sky with a shadow (1)	**2**
1(d)	Hades / Dis / Pluto	**1**
1(e)	lots of different names and descriptions going with them, personification, alliteration of l in line 10 polysyndeton *ac, et* enjambement lines 11–12 adjectives preceding nouns for emphasis elisions lines 12–13	**5**

Question	Answer	Marks
2(a)	Award up to 5 marks for performance using the grid below. <table><tr><td>**Mark**</td><td>**Performance description**</td></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> **Specimen translation** (*This is one possible translation of the passage. Examiners will credit all acceptable variants.*) This is a place of shadows, of sleep and drowsy night; it is forbidden to carry living bodies in the Stygian boat.	**5**
2(b)	Charon	**1**
2(c)	Dragged away (1) Cerberus / the watchdog of Tartarus (1) quivering (1) from the king's throne (1)	**4**
2(d)	emphasises that Aeneas is not going to trick him puts *nullae* with *insidiae* *nec vim tela ferunt* – no weapons, says the dog and Proserpina are safe repeated negatives *nullae, absiste, nec* repetition of *licet* respect for Proserpina *casta*	**5**

Question	Answer	Marks
3	Answers may include references to: • how it is all about dead people and visiting the underworld; descriptions are gloomy and make you sad • the literary features which may be said to capture the interest of the reader, such as: similes, vivid description, epithets, epic features et cetera • the underworld /death elements Aeneas is not dead – hope for future golden bough • description of underworld • Aeneas' reaction to the ghosts, pathos of spirits near Styx • humour: Hercules/Aeneas and the boat Points should be illustrated with examples from the text. Award up to 5 marks for performance against each AO using the grid below.	**10**

Level	AO2 Literary knowledge with understanding	Mark	AO3 Literary criticism with personal response	Mark
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
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
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
0	No creditable response.	0	No creditable response.	0

Section B

Question	Answer	Marks
4(a)	metaphor (1) the sword has not got blood on it / Catiline's murder plan was foiled (1) they took the sword off him (1) repetition of (1) *quod* for emphasis (1) shows how thoroughly Catiline has been thwarted (1) **max 3**	**3**
4(b)	The citizens (1) are safe (1) and the city (1) is standing (1)	**4**
4(c)	Award up to 5 marks for performance using the grid below.

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

Specimen translation

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

He now lies prostrate, Romans, and feels himself struck down and abject and often actually casts back his eyes towards this city, which he mourns over as snatched from his jaws. | **5** |
| 4(d) | saying he was vomited (1) calls him a plague (1) talks about physically throwing him out of the doors (1) | **3** |

Question	Answer	Marks
5(a)	not by his own wisdom (1) or human (1) advice (1) but by the will (1) of the immortal gods (1) **max 4**	**4**
5(b)	Award up to 5 marks for performance using the grid below. | Mark	Performance description
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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 | **Specimen translation** (*This is one possible translation of the passage. Examiners will credit all acceptable variants.*) who are defending their temples and the houses of the city, not far away as they used to do from a foreign and distant enemy, but here on the spot by their own divinity and present help	**5**
5(c)	use of Quirites list of three infinitives two superlatives together use of second person **max 3**	**3**
5(d)	*terra marique* (1) hyperbole (1) – Rome's 'world domination' contrasted to being attacked from inside (1) *perditissimorum* (1) superlative (1) contrasted with the city on the previous line shows how bad Catiline is (1)	**3**

Question	Answer	Marks
6	Answers may include references to: • The different techniques used by Cicero compared to the importance of what he is talking about. • Cicero uses many rhetorical techniques which means that the speech is well structured and can be seen as effective/interesting/engaging. • The subject matter provides the basis for things like patriotism, vivid descriptions, emotive messages etc. Points should be illustrated with examples from the text. Award up to 5 marks for performance against each AO using the grid below.	**10**

Level	AO2 Literary knowledge with understanding	Mark	AO3 Literary criticism with personal response	Mark
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
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
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
0	No creditable response.	0	No creditable response.	0