



Cambridge IGCSE™

LATIN

0480/22

Paper 2 Literature

May/June 2022

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 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U 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 |

| Question | Answer | Marks | | | | | | | | | | | | | | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------|---|--------------------|---|------------------------------------------------------------|---|------------------------------|---|---------------------------------------------|---|-----------------------------------------------------|---|------------------------------|---|
| 1(a) | The Sibyl / priestess of Apollo | 1 | | | | | | | | | | | | | | |
| 1(b) | <p>Award up to 5 marks 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>Specimen translation</p> <p><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>Son of Anchises, very truly the offspring of the gods, you see the deep lakes of Cocytus and the Stygian swamp, by whose power the gods are afraid to swear untruthfully.</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 |
| Mark | Performance description | | | | | | | | | | | | | | | |
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| 1 | Not coherent: isolated knowledge of vocabulary only | | | | | | | | | | | | | | | |
| 0 | Totally incorrect or omitted | | | | | | | | | | | | | | | |
| 1(c) | the destitute / unburied (1) with the buried (1) | 2 | | | | | | | | | | | | | | |
| 1(d) | roam (1) OR fly around the shores (1) | 1 | | | | | | | | | | | | | | |
| 1(e)(i) | sadness (1) OR pity (1) OR other acceptable translation of <i>miseratus</i> | 1 | | | | | | | | | | | | | | |
| 1(e)(ii) | their fate was unfair (1) OR other acceptable translation of <i>sortem iniquam</i> (1) OR An explanation showing understanding of the text (1) | 1 | | | | | | | | | | | | | | |
| 1(f) | <p>alliteration (1) <i>maestos et mortis</i> (1) enclosing word order (1) <i>Lyciae ductorem classis Oronten</i> (1) Greek accusative (1) <i>Oronten</i> (1) story within the story/flashback (1) <i>mortis ... Auster</i> (1) pathos (1) <i>honore carentis</i> (1) personification (1) <i>obruit Auster</i> (1)</p> <p>Virgil creates pathos that even great heroes are left unburied <i>honore carentis</i> (1)</p> <p>use of proper names signifies direct interest (1) <i>Leucaspim / Lyciae / Oronten</i> (1)</p> <p>alliteration (1) <i>ventosa ... vectos ... involvens navemque virosque</i> (1)</p> <p>Any valid points backed up with evidence should be credited.</p> <p>max 4</p> | 4 | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------|---|--------------------|---|------------------------------------------------------------|---|------------------------------|---|---------------------------------------------|---|-----------------------------------------------------|---|------------------------------|---|
| 2(a)(i) | the helmsman (1) | 1 | | | | | | | | | | | | | | |
| 2(a)(ii) | fell off the boat (1) OR was killed by thugs (1) | 1 | | | | | | | | | | | | | | |
| 2(b) | stop hoping that the fate of the gods can be changed by prayer (1) take my words and remember them as a comfort in your hardship (1) | 2 | | | | | | | | | | | | | | |
| 2(c) | [the nearby peoples, from cities far and wide] will be moved by divine omens (1), to worship his bones (1), and build a tomb/bury him (1), and send offerings to the tomb (1), and the place will have Palinurus as its (everlasting) name (1) max 2 | 2 | | | | | | | | | | | | | | |
| 2(d) | _ u u _ _ _ _ _ _ _ u u _ x corde dolor tristi; gaudet cognomine terra Candidates gain 1 mark for getting 3 feet correct and 2 marks for 6 feet correct | 2 | | | | | | | | | | | | | | |
| 2(e) | Award up to 5 marks for performance using the grid below. <table border="1" data-bbox="320 943 1310 1402"> <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> Specimen translation <i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i> Now when the Boatman saw them from the Stygian wave walking through the silent wood and directing their footsteps towards its bank. In this way he attacked them first with words and rebuked them unprovoked. | 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 |
| Mark | Performance description | | | | | | | | | | | | | | | |
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| 0 | Totally incorrect or omitted | | | | | | | | | | | | | | | |
| 2(f) | he is rude (1) calls Aeneas <i>quisquis es</i> (1) he calls the river his own (1) <i>nostra</i> (1) he tells Aeneas to stop (1) <i>comprime gressum</i> (1) tells Aeneas to say what he is doing there (1) <i>fare age quid venias</i> (1) max 2 | 2 | | | | | | | | | | | | | | |

| Question | Answer | | | | Marks | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------|------|-------|-------------------------------------------|------|-----------------------------------------------|------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------|-----|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------|-----|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------|---|---------|-------------------------|---|-------------------------|---|----|
| 3 | <p>Answers may include references to: Aeneas' actions / character – what is gripping / not gripping about him how the plot or the other characters might make it gripping literary features that make it gripping with examples</p> <p>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 border="1" data-bbox="320 517 1310 1928"> <thead> <tr> <th data-bbox="320 517 435 667">Level</th> <th data-bbox="435 517 759 667">AO2 Literary knowledge with understanding</th> <th data-bbox="759 517 874 667">Mark</th> <th data-bbox="874 517 1195 667">AO3 Literary criticism with personal response</th> <th data-bbox="1195 517 1310 667">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 667 435 1115">Level 3</td> <td data-bbox="435 667 759 1115">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 data-bbox="759 667 874 1115">4–5</td> <td data-bbox="874 667 1195 1115">Good evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.</td> <td data-bbox="1195 667 1310 1115">4–5</td> </tr> <tr> <td data-bbox="320 1115 435 1464">Level 2</td> <td data-bbox="435 1115 759 1464">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 data-bbox="759 1115 874 1464">2–3</td> <td data-bbox="874 1115 1195 1464">Some evaluation with use of evidence. Answers offer some personal response to the literature.</td> <td data-bbox="1195 1115 1310 1464">2–3</td> </tr> <tr> <td data-bbox="320 1464 435 1814">Level 1</td> <td data-bbox="435 1464 759 1814">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 data-bbox="759 1464 874 1814">1</td> <td data-bbox="874 1464 1195 1814">Minimal evaluation of the evidence. Answers offer a minimal personal response.</td> <td data-bbox="1195 1464 1310 1814">1</td> </tr> <tr> <td data-bbox="320 1814 435 1928">Level 0</td> <td data-bbox="435 1814 759 1928">No creditable response.</td> <td data-bbox="759 1814 874 1928">0</td> <td data-bbox="874 1814 1195 1928">No creditable response.</td> <td data-bbox="1195 1814 1310 1928">0</td> </tr> </tbody> </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 |
| Level | AO2 Literary knowledge with understanding | Mark | AO3 Literary criticism with personal response | Mark | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Level 0 | No creditable response. | 0 | No creditable response. | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------|---|--------------------|---|------------------------------------------------------------|---|------------------------------|---|---------------------------------------------|---|-----------------------------------------------------|---|------------------------------|---|
| 4(a) | how the conspirators (1) have organised themselves (for the revolution) (1) | 2 | | | | | | | | | | | | | | |
| 4(b) | <p>Award up to 5 marks 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>Specimen translation</p> <p><i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i></p> <p>They know that all the plans of the preceding night have been brought to me. I revealed them in the senate yesterday. Catiline himself was alarmed and fled. What are these men waiting for?</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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| 0 | Totally incorrect or omitted | | | | | | | | | | | | | | | |
| 4(c) | <p><i>hi quid exspectant</i> (1) rhetorical question makes the listeners ask themselves the question (1)</p> <p><i>exspectavi</i> (1) highlights personal involvement to give himself authority (1)</p> <p><i>vos</i> (1) direct address to the listeners to draw them in (1)</p> <p><i>coniurationem contra rem publicam</i> (1) appeal to patriotism/national loyalty (1)</p> <p><i>Catilinae ... cum Catilina</i> (1) alliteration (1) and polyptoton (1) highlight the words and give them force</p> <p>max 4</p> | 4 | | | | | | | | | | | | | | |
| 4(d)(i) | severitatem (1) | 1 | | | | | | | | | | | | | | |
| 4(d)(ii) | leave (Rome) (1) go to Catiline (1) | 2 | | | | | | | | | | | | | | |
| 4(d)(iii) | by telling them which way to go (1) | 1 | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------|---|--------------------|---|------------------------------------------------------------|---|------------------------------|---|---------------------------------------------|---|-----------------------------------------------------|---|------------------------------|----------|
| 5(a) | colonies (1) self-governing allied townships (1) | 2 | | | | | | | | | | | | | | |
| 5(b) | troops, equipment and guards (1) compared to the poorly equipped troops (1) of a bandit (1) | 3 | | | | | | | | | | | | | | |
| 5(c) | <i>nos</i> (1) inclusive language joining the listeners with him against Catiline (1) <i>senatu, equitibus Romanis ...</i> (1) appeal to patriotism to get them onside (1) <i>senatu, equitibus Romanis ...nationibus</i> (1) list / asyndeton showing how much 'wealth' the republic has (1) <i>quam valde illi iaceant</i> (1) belittling the common enemy to make him seem worthless(1) max 4 | 4 | | | | | | | | | | | | | | |
| 5(d) | Award up to 5 marks for performance using the grid below. <table border="1" data-bbox="320 741 1310 1205"> <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> Specimen translation <i>(This is one possible translation of the passage. Examiners will credit all acceptable variants.)</i> Even now I want those who have remained in the city and indeed have been left behind in the city by Catiline contrary to the safety of the city and all of you, although they are enemies, however, since they were born citizens, I want [them] to have been warned again and again. | 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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| 0 | Totally incorrect or omitted | | | | | | | | | | | | | | | |
| 5(e) | because they were born citizens and he respects that (1) OR reluctance to move against citizens (1) OR the rights of all Roman citizens were sacrosanct (1) | 1 | | | | | | | | | | | | | | |

| Question | Answer | | | | Marks | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------------------------------------|------|-------|-------------------------------------------|------|-----------------------------------------------|------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------|-----|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------|-----|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------|---|---------|-------------------------|---|-------------------------|---|----|
| 6 | <p>Answers may include references to: examples of ways the speech could be seen as a nothing except insults other features of the speech which make it not just insults e.g. rhetorical devices, themes etc.</p> <p>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 border="1" data-bbox="320 533 1310 1944"> <thead> <tr> <th data-bbox="320 533 435 680">Level</th> <th data-bbox="435 533 759 680">AO2 Literary knowledge with understanding</th> <th data-bbox="759 533 874 680">Mark</th> <th data-bbox="874 533 1195 680">AO3 Literary criticism with personal response</th> <th data-bbox="1195 533 1310 680">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="320 680 435 1131">Level 3</td> <td data-bbox="435 680 759 1131">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 data-bbox="759 680 874 1131">4–5</td> <td data-bbox="874 680 1195 1131">Good evaluation with detailed analysis of evidence. Answers offer an informed personal response to the literature.</td> <td data-bbox="1195 680 1310 1131">4–5</td> </tr> <tr> <td data-bbox="320 1131 435 1480">Level 2</td> <td data-bbox="435 1131 759 1480">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 data-bbox="759 1131 874 1480">2–3</td> <td data-bbox="874 1131 1195 1480">Some evaluation with use of evidence. Answers offer some personal response to the literature.</td> <td data-bbox="1195 1131 1310 1480">2–3</td> </tr> <tr> <td data-bbox="320 1480 435 1830">Level 1</td> <td data-bbox="435 1480 759 1830">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 data-bbox="759 1480 874 1830">1</td> <td data-bbox="874 1480 1195 1830">Minimal evaluation of the evidence. Answers offer a minimal personal response.</td> <td data-bbox="1195 1480 1310 1830">1</td> </tr> <tr> <td data-bbox="320 1830 435 1944">Level 0</td> <td data-bbox="435 1830 759 1944">No creditable response.</td> <td data-bbox="759 1830 874 1944">0</td> <td data-bbox="874 1830 1195 1944">No creditable response.</td> <td data-bbox="1195 1830 1310 1944">0</td> </tr> </tbody> </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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