

## GCSE (9–1) Latin J282/01 Language Sample Question Paper

### Date – Morning/Afternoon

Time allowed: 1 hour 30 minutes



Do not use:  
• a dictionary



First name											
Last name											
Centre number							Candidate number				

#### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **both** Section A **and** Section B.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

#### INFORMATION

- The total mark for this paper is **100**.
- The marks for each question are shown in brackets [ ].
- This document consists of **16** pages.

Answer **both** Section A **and** Section B.

### Section A

Read Passage 1 and answer the questions.

#### Passage 1

*Phaethon wants to prove to his friends that his father is Apollo, god of the sun. Apollo therefore allows Phaethon to drive his fiery sun chariot. Jupiter, however, intervenes and the story ends in tragedy.*

Phaethon erat filius Apollinis. olim Phaethon tristis erat quod amici eum deridebant. 'pater tuus non est deus solis!' dicebant. Phaethon igitur ad aulam Apollinis ire constituit. nam volebat currum patris videre, ut amicis argumentum daret.

sed postquam Phaethon currum vidit, patri dixit, 'nunc volo quoque currum agere. si enim amici me in caelo videbunt, omnes tandem mihi credent.' itaque Apollo puero currum dedit.

statim Phaethon laetus lora equorum cepit et ex aula discessit. equi tamen, ubi intellexerunt puerum currum agere, ad terram descenderunt.

hoc viso, Iuppiter currum celerrime delevit. nam timebat ne terra incenderetur. ita Phaethon quoque interfectus est.

#### Names

*Phaethon, Phaethontis* (m)

Phaethon

*Apollo, Apollinis* (m)

Apollo (god of the sun)

*Iuppiter, Iovis* (m)

Jupiter (king of the gods)

#### Vocabulary

*derideo, deridere, derisi, derisus*

I laugh at, mock

*sol, solis* (m)

sun

*aula, aulae* (f)

palace

*currus, currus* (m)

chariot

*argumentum, argumenti* (n)

proof, evidence

*lora, lororum* (n pl)

reins

1 *Phaethon erat filius Apollinis. olim Phaethon tristis erat* (line 1): what **two** things are we told about Phaethon?

- .....
- ..... [2]

2 '*pater tuus non est deus solis!*' (lines 1–2): what did Phaethon's friends say about his father?

- .....
- ..... [2]

3 *Phaethon igitur ad aulam Apollinis ire constituit* (line 2): what did Phaethon decide to do?

- ..... [2]

4 *nam volebat currum patris videre, ut amicis argumentum daret* (lines 2–3): why did Phaethon want to see his father's chariot?

- .....
- ..... [2]

5 '*si enim amici me in caelo videbunt, omnes tandem mihi credent.*' (lines 4–5): what did Phaethon think would happen if his friends saw him driving the chariot in the sky?

- .....
- ..... [2]

6 *statim Phaethon laetus lora equorum cepit et ex aula discessit* (line 6): what did Phaethon do before leaving Apollo's palace?

- ..... [1]

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7 *equi tamen, ubi intellexerunt puerum currum agere, ad terram descenderunt* (lines 6–7).

(a) *equi tamen, ubi intellexerunt puerum currum agere*: what did the horses realise?

.....  
 ..... [2]

(b) *ad terram descenderunt*: what did the horses do?

..... [1]

8 *Iuppiter currum celerrime delevit. nam timebat ne terra incenderetur* (line 8): why did Jupiter destroy the chariot?

.....  
 ..... [2]

9 For each of the Latin words below, give **one** English word which has been derived from the Latin word and give the meaning of the **English** word.

One has been done for you.

<b>Latin Word:</b>	<i>volo</i>
<b>English Word:</b>	volunteer
<b>Meaning of English Word:</b>	a person who is willing to participate
<b>Latin Word:</b>	<i>omnes</i>
<b>English Word:</b>	.....
<b>Meaning of English Word:</b>	..... [2]
<b>Latin Word:</b>	<i>credent</i>
<b>English Word:</b>	.....
<b>Meaning of English Word:</b>	..... [2]

Answer **either** Question 10 **or** Question 11.

10 Answer the following questions based on part of the story you have already read.

Phaethon erat filius Apollinis. olim Phaethon tristis erat quod amici eum deridebant. 'pater tuus non est deus solis!' dicebant. Phaethon igitur ad aulam Apollinis ire constituit. nam volebat currum patris videre, ut amicis argumentum daret.

sed postquam Phaethon currum vidit, patri dixit, 'nunc volo quoque currum agere. si enim amici me in caelo videbunt, omnes tandem mihi credent.' itaque Apollo puero currum dedit.

### Names

*Phaethon, Phaethontis* (m)

Phaethon

*Apollo, Apollinis* (m)

Apollo (god of the sun)

### Vocabulary

*derideo, deridere, derisi, derisus*

I laugh at, mock

*sol, solis* (m)

sun

*aula, aulae* (f)

palace

*currus, currus* (m)

chariot

*argumentum, argumenti* (n)

proof, evidence

(a) Identify an example of the **nominative** case in line 1.

..... [1]

(b) *dicebant* (line 2): identify the **tense** of this verb.

..... [1]

(c) *ad aulam Apollinis* (line 2): identify the **case** of *aulam* **and** explain why this **case** is used here.

.....  
 ..... [2]

(d) *nam volebat currum patris videre* (lines 2–3): identify the **form** of *videre* **and** explain why it is used here.

.....  
 ..... [2]

- (e) *ut amicis argumentum daret* (line 3): explain why *daret* is in the **subjunctive** mood.

..... [1]

- (f) Pick out a **pronoun** in line 5.

..... [1]

- (g) *Apollo puero currum dedit* (line 5): identify the **case** of *puero*.

..... [1]

- (h) Identify an example of the **perfect** tense in line 5.

..... [1]

Do **not** answer Question 11 if you have already answered Question 10.

- 11 Translate the following English sentences into Latin.

- (a) The girls were walking to the forum.

..... [3]

- (b) The slave is able to work in the garden.

..... [4]

- (c) We greeted the son of the man.

..... [3]

## Section B

Read Passage 2 and answer the questions.

## Passage 2

*The Gauls attempt to capture the Capitol, but the Romans manage to defeat them.*

illo tempore, urbs Roma a Gallis oppugnabatur. itaque Romani, multis militibus suis mortuis et plurimis villis incensis, ad summum Capitolium ascendere constituerunt. ibi nonnullos dies manebant. mox tamen Romani cognoverunt collem in ingenti periculo esse. nam Galli in animo habebant Capitolium capere. sperabant se ita totam urbem deleturos esse.

prima luce omnes Galli magno clamore ad collem cucurrerunt. Romani timebant ne vincerentur, sed tam fortiter pugnaverunt ut hostes facile opprimerent atque fugere cogerent.

Galli ad castra regressi inter se cogitaverunt quid facere deberent. tandem miles quidam e Gallis forte invenit viam occultam, quae ad summum Capitolium ducebat. Galli igitur collem media nocte ascendere paraverunt.

**Names**

*Galli, Gallorum* (m pl)

the Gauls (a Celtic people from Gaul)

*Capitolium, Capitolii* (n)

the Capitol (a hill in Rome)

**Vocabulary**

*collis, collis* (m)

hill

*occultus, occulta, occultum*

hidden, secret

- 12 *illo tempore, urbs Roma a Gallis oppugnabatur* (line 1): what was happening at that time?

.....  
 ..... [2]

- 13 *itaque Romani, multis militibus suis mortuis et plurimis villis incensis, ad summum Capitolium ascendere constituerunt* (lines 1–2).

- (a) *ad summum Capitolium ascendere constituerunt*: what did the Romans decide to do?

.....  
 ..... [2]



(b) *multis militibus suis mortuis et plurimis villis incensis*: what **two** things had led them to make this decision?

- .....
- ..... [2]

14 *mox tamen Romani cognoverunt collem in ingenti periculo esse* (line 3): write down **and** translate the **Latin** phrase which shows that the Capitol was not safe. [2]

Latin phrase	English translation

15 *nam Galli in animo habebant Capitolium capere. sperabant se ita totam urbem deleturos esse* (lines 3–4): why did the Gauls have it in mind to capture the Capitol?

- .....
- .....
- ..... [3]

16 *prima luce omnes Galli magno clamore ad collem cucurrerunt* (line 5): what did the Gauls do at first light? Make **two** points.

- .....
- ..... [2]

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17 *Romani timebant ne vincerentur, sed tam fortiter pugnauerunt ut hostes facile opprimerent atque fugere cogereent* (lines 5–6).

(a) *Romani timebant ne vincerentur, sed tam fortiter pugnauerunt*: although the Romans were afraid that they might be conquered, what did they do?

..... [1]

(b) *ut hostes facile opprimerent atque fugere cogereent*: what happened as a result?

.....

..... [2]

18 *Galli ad castra regressi inter se cogitauerunt quid facere deberent* (line 7): what did the Gauls consider after returning to their camp?

.....

..... [2]

19 *miles quidam e Gallis forte invenit viam occultam, quae ad summum Capitolium ducebat* (lines 7–8): what did a certain soldier from the Gauls find?

.....

..... [2]

Read Passage 3.

Passage 3

*The Gauls make a second attempt, but the geese on the Capitol come to the rescue of the Romans.*

dux Gallorum timebat ne Romani viros collem ascendentes audirent. itaque imperavit omnibus Gallis ut in itinere tacerent. ea nocte Galli tam tacite processerunt ut custodes Romani eos non conspicerent.

eodem tempore tamen anseres pauci in Capitolio habitabant. Romani anseres non consumpserant, quod sacri deae Iunoni erant. hi anseres, Gallis visis, tantum clamorem fecerunt ut Manlium, militem summae virtutis, excitarent. ille, armis statim raptis, iussit ceteros Romanos Capitolium fortiter defendere. mox multi Galli de summo colle a Romanis deiecti sunt et mortem crudelem passi sunt. hoc modo igitur urbs Roma non virtute militum sed clamore anserum servata est.

**Names**

*Galli, Gallorum* (m pl)

the Gauls (a Celtic people from Gaul)

*Capitolium, Capitolii* (n)

the Capitol (a hill in Rome)

*Iuno, Iunonis* (f)

Juno (queen of the gods)

*Manlius, Manlii* (m)

Manlius (a Roman)

**Vocabulary**

*collis, collis* (m)

hill

*tacite*

silently

*anser, anseris* (m)

goose

*excito, excitare, excitavi, excitatus*

I wake up

20 Translate Passage 3 into English.

[50]

.....

.....

.....

.....

.....

.....

.....



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**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) Latin**

**J282/01 Language**

**SAMPLE MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK    100**



**This document consists of 16 pages**

## MARK SCHEME:

## SECTION A

Question		Answer	Marks	Guidance
1		He was the son of Apollo (1) He was sad (1)	2	<b>tristis</b> Accept 'unhappy'/'miserable'.
2		He was not (1) the god of the sun (1).	2	Accept direct speech. <b>deus solis</b> Accept 'the/a sun god'.
3		Go (1) to the palace of Apollo (1).	2	
4		To give proof (1) to his friends (1).	2	Accept 'To prove to his friends that Apollo was the god of the sun' <i>vel sim.</i>
5		His friends would believe (1) him (1).	2	Accept direct speech. <b>credent</b> Accept 'trust'; do not accept 'believe in'. Accept 'They'.
6		Took the reins (1).	1	<b>cepit</b> Accept 'caught'/'captured'.
7	(a)	That a/the boy (1) was driving the chariot (1).	2	<b>puerum</b> Accept 'Phaethon'.
7	(b)	Went down to earth (1).	1	<b>descenderunt</b> Accept 'descended'/'came down'.
8		He was afraid (1) that the earth might be set on fire (1).	2	

Question		Answer	Marks	Guidance	
9		omnivore – an animal which eats plants and meat  credible - believable	4	One mark for the derivative and one for its meaning. Accept other valid derivatives.  Incorrect derivation cannot score a mark for a correct meaning of the English word; correct derivation can score a mark even if the meaning expressed is incorrect.	
10	(a)	One from: <i>Phaethon / filius / tristis / amici / pater</i>	1		
10	(b)	Imperfect	1		
10	(c)	Accusative (1); follows <i>ad</i> / <i>ad</i> takes the accusative case (1).	2		
10	(d)	Infinitive (1); follows <i>volebat</i> (1).	2		
10	(e)	Purpose clause (with <i>ut</i> ).	1	Do not accept reference to <i>ut</i> alone.	
10	(f)	Accept either: <i>me</i> (1) / <i>mihi</i> (1)	1		
10	(g)	Dative	1		
10	(h)	<i>dedit</i>	1		
11	(a)	<i>puellae</i> (1) <i>ad forum</i> (1) <i>ambulabant</i> (1).	3	Word order is flexible.	Accept any translation using correct Latin even if vocabulary outside of Restricted Vocabulary List.
11	(b)	<i>servus</i> (1) <i>in horto</i> (1) <i>laborare</i> (1) <i>potest</i> (1).	4	Word order is flexible.	
11	(c)	<i>filium</i> (1) <i>viri</i> (1) <i>salutavimus</i> (1).	3	Word order is flexible.	

## SECTION B

Question	Answer	Marks	Guidance
12	Rome was being attacked (1) by the Gauls (1).	2	Accept 'The Gauls were attacking Rome'.
13	(a) Climb (1) to the top of the Capitol (1).	2	<b>ad summum Capitolium</b> Accept 'to the summit of the Capitol'.
13	(b) Soldiers were dead (1); their houses had been set on fire (1).	2	
14	<i>in ingenti periculo</i> (1) = in huge danger (1)	2	Do not insist on 'in'. <b>ingenti</b> Accept 'great'/'enormous'. <b>periculo</b> Accept 'peril'.
15	They were hoping (1) to destroy (1) the whole city (1).	3	
16	They ran to the hill/Capitol (1) with a shout (1).	2	<b>magno clamore</b> Accept 'They shouted loudly'/'They made a great noise'.
17	(a) They fought (1).	1	
17	(b) They / the Romans crushed the enemy (1); they forced them to flee (1).	2	<b>opprimerent</b> Accept 'defeated' or similar verbs. <b>hostes</b> Accept 'the Gauls'.
18	What they should (1) do (1).	2	<b>deberent</b> Accept 'ought to'/'must'.
19	A path (1) which led to the Capitol (1).	2	

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**Mark scheme continues on page 6**

**Guidance on applying the marking grids for GCSE Latin**

The classification below should be seen only as a general guide, the intention of which is to maintain standards year on year. Lead Markers should consider each instance on its own merits in the context of the passage and the section.

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of a sentence (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic sense of the sentence, they will score a maximum of 2.

A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Latin and is usually decided at standardisation after a judgment has been formed about the performance of candidates.

A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

e.g. *tum, gaudentes quod Scipio libenter se acceperat, ad naves suas reverterunt.*

'then, rejoicing because Scipio had received them willingly, they turned back to their ships'

- (i) 'rejoicing because Scipio had received them willingly, they turned back to their ships' - the omission of *tum* is an inconsequential error, so 5 marks out of 5
- (ii) 'then, rejoicing because Scipio had received them willingly, they turned back to their ship' - the number error on 'ship' (it's plural in the Latin) is an inconsequential error, so 5 marks.
- (iii) 'then, rejoicing because Scipio was receiving them willingly, they turned back to their ship' - despite the tense error on *acceperat* and the number of *naves*, the candidate has clearly got the point, so a mark of 4 is appropriate.
- (iv) 'then, unhappy because Scipio had received them, they turned back to their ships' - the mistranslation of *gaudentes* is a more serious error here, as it gets the wrong point (they were happy, not unhappy!) and the omission of *libenter* could be considered a serious omission. The overall sense is more or less correct (Scipio had received them and they went back to their ships) so a mark of 3 would be appropriate.
- (v) 'Scipio was unhappy because they had not welcomed him and they turned back to their ship' - there are a number of errors here (no *tum*, Scipio taken as agreeing with *gaudentes*, wrong meaning of *gaudentes*, omission of *libenter*, number of *naves*) but the key judgment point is that the general meaning has not been communicated, so a maximum of 2 would be appropriate. It has enough correct sense to score more than 1.

The sort of errors that we would generally expect to be considered 'inconsequential' would be:

- number errors (singular/plural - *naves* taken as singular above)
- minor tense errors (e.g. one past tense taken as another - *acceperat* taken as imperfect above)
- minor conjunctions/adverbs incorrectly translated or omitted (*tum* above)

The sort of errors that we would generally expect to be considered 'more serious' would be:

- major vocabulary errors which give the wrong sense (e.g. *gaudentes* taken as 'unhappy' above).
- a future tense taken as a past tense
- missing a purpose clause (e.g. *ad forum ivit ut cibum emeret* = 'he went to the form and bought food')
- missing a gerundive (e.g. *ad forum ivit ad cibum emendum* = 'buying food he went to the forum')

The categorisation of 'inconsequential' and 'more serious' errors might vary within a paper, depending on the length of the sentence for translation (e.g. the omission of a word in a five word sentence might be judged more serious than a similar omission in a twelve word sentence) and might vary between papers. The final decisions on what constitute 'inconsequential' and 'more serious errors' will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear.
1	No continuous sense; isolated knowledge of vocabulary only.

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
20	<p>The passage above has been divided into 10 sections, each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid listed above.</p> <p>(i) <i>dux Gallorum timebat ne Romani viros collem ascendentes audirent.</i></p> <p>The leader of the Gauls was afraid that the Romans might hear the men climbing the hill.</p>	5	<p>The following examples are intended as what might constitute an inconsequential and more serious error.</p> <p><b>timebat</b> Accept 'was scared'/frightened'.</p> <p><b>audirent</b> Accept 'would hear'.</p> <p><b>Inconsequential:</b> <i>Romani viros collem ascendentes audirent.</i> 'the Romans <u>climbing the hill</u> might hear the men'. The misplacement of the phrase <i>collem ascendentes</i> is an inconsequential error.</p> <p><b>Inconsequential:</b> <i>Romani viros collem ascendentes audirent.</i> 'the Romans might hear the <u>man</u> climbing the hill'. Number errors are considered inconsequential.</p> <p><b>More serious:</b> <i>Romani viros collem ascendentes audirent.</i> 'the <u>men</u> might hear the <u>Romans</u> climbing the hill'. Reversal of subject and object is a more serious error.</p>



Question	Answer	Marks	Guidance
	<p>(ii) <i>itaque imperavit omnibus <u>Gallis</u> ut in itinere tacerent.</i></p> <p>And so he ordered all the Gauls to say nothing on the journey.</p>	5	<p><b>itaque</b> Accept 'therefore'/'so'.</p> <p><b>in itinere</b> Accept 'on the way'.</p> <p><b>Inconsequential:</b> <i>imperavit omnibus Gallis:</i> '<u>she</u> ordered all the Gauls'. A wrong subject pronoun is an inconsequential error.</p> <p><b>More serious:</b> <i>omnibus Gallis:</i> 'the Gauls' (omission of <i>omnibus</i>). An omitted word (apart from minor conjunctions/adverbs) is a more serious error. However, in a longer section, it might be considered as an inconsequential error.</p>
	<p>(iii) <i>ea nocte <u>Galli</u> tam <u>tacite</u> processerunt ut custodes Romani eos non conspicerent.</i></p> <p>That night the Gauls advanced so silently that the Roman guards did not notice them.</p>	5	<p><b>conspicerent</b> Accept 'catch sight of'/'see'.</p> <p><b>Inconsequential:</b> <i>Galli tam tacite processerunt ut:</i> 'the Gauls advanced so silently <u>so that</u>'. <i>ut</i> rendered as a purpose clause in cases of result clauses and indirect commands is an inconsequential error.</p> <p><b>Inconsequential:</b> <i>processerunt:</i> '<u>had</u> advanced'. A minor tense error (e.g. one past tense taken as another) is an inconsequential error.</p> <p><b>More serious:</b> <i>ut custodes Romani eos non conspicerent:</i> 'that the Roman guards did not <u>hear</u> them'. A vocabulary error which gives the wrong sense is a more serious error.</p>

Question	Answer	Marks	Guidance
	(iv) <i>eodem tempore tamen <u>anser</u>es pauci in <u>Capitolio</u> habitabant.</i> At the same time, however, a few geese were living on the Capitol.	5	<b>Inconsequential:</b> <i>eodem tempore</i> : ‘at <u>that</u> time’. A minor vocabulary error which does not prevent communication of the meaning of the Latin is inconsequential.  <b>More serious:</b> <i>anser</i> es pauci in <i>Capitolio</i> habitabant: ‘a few geese <u>will live</u> on the Capitol’. A past tense translated as a future tense is a more serious error.
	(v) <i>Romani <u>anser</u>es non consumpserant, quod sacri deae <u>Iunoni</u> erant.</i> The Romans had not eaten the geese, because they were sacred to the goddess Juno.	5	<b>Inconsequential:</b> <i>deae</i> : ‘to the <u>goddesses</u> ’. Number errors are considered inconsequential.  <b>More serious:</b> <i>Romani esurientes anseres non consumpserant</i> : ‘the hungry Romans had eaten the geese’. The omission of <i>non</i> alters the meaning of the Latin and is therefore a more serious error.

Question	Answer	Marks	Guidance
(vi)	<p><i>hi <u>anser</u>es, <u>Gallis</u> visis, tantum clamorem fecerunt</i></p> <p>These geese, having seen the Gauls, made such a great noise</p>	5	<p><b><i>Gallis visis</i></b> Accept other correct translations of the ablative absolute.</p> <p><b><i>tantum</i></b> Accept ‘such a loud’.</p> <p><b>Inconsequential:</b> <i>hi anseres...tantum clamorem fecerunt</i>: ‘these geese... <u>did</u> such a great noise’. Failure to choose the most appropriate meaning of <i>fecerunt</i> is an inconsequential error.</p> <p><b>More serious:</b> <i>Gallis visis</i>: failure to handle the ablative absolute construction correctly, e.g. ‘before seeing the Gauls’. An error of construction is more serious.</p>
(vii)	<p><i>ut <u>Manlium</u>, militem summae virtutis, <u>excitarent</u>.</i></p> <p>that they woke up Manlius, a soldier of the greatest courage.</p>	5	<p><b><i>militem summae virtutis</i></b> Accept ‘a very courageous soldier’.</p> <p><b><i>virtutis</i></b> Accept ‘virtue’.</p> <p><b>Inconsequential:</b> <i>ut Manlium... excitarent</i>: ‘that Manlius was woken up’ – omission of ‘<u>by them</u>’. Omission of a pronoun agent in cases of active to passive transposition is an inconsequential error.</p> <p><b>More serious:</b> <i>ut Manlium, militem..., excitarent</i>: ‘that the soldiers woke up Manlius’. Taking <i>militem</i> as nominative plural is a more serious error.</p>

Question	Answer	Marks	Guidance
	<p>(viii) <i>ille, armis statim raptis, iussit ceteros Romanos <u>Capitolium</u> fortiter defendere.</i></p> <p>He, having seized his weapons immediately, ordered the rest of the Romans to defend the Capitol bravely.</p>	<b>5</b>	<p><b>armis</b> Accept 'arms'.</p> <p><b>statim</b> Accept 'at once'.</p> <p><b>raptis</b> Accept 'having grabbed'/'having snatched'.</p> <p><b>armis statim raptis</b> Accept other correct translations of the ablative absolute.</p> <p><b>ceteros</b> Accept 'the other'.</p> <p><b>Inconsequential:</b> <i>fortiter</i>: '<u>very</u> bravely'. Incorrectly rendering an adverb as superlative is an inconsequential error.</p> <p><b>More serious:</b> <i>iussit</i>: 'asked'. A vocabulary error which gives the wrong sense is more serious.</p>

Question	Answer	Marks	Guidance
(ix)	<p><i>mox multii <u>Galli</u> de summo <u>colle</u> a Romanis deiecti sunt et mortem crudelem passi sunt.</i></p> <p>Soon many Gauls were thrown down from the top of the hill by the Romans and suffered a cruel death.</p>	5	<p><b>de summo colle</b> Accept 'from the summit of the hill'.</p> <p><b>Inconsequential:</b> <i>mortem crudelem passi sunt</i>: 'a cruel death was suffered' – omission of 'by them'. Omission of a pronoun agent in cases of active to passive transposition is an inconsequential error.</p> <p><b>Inconsequential:</b> omission of <i>mox</i>. In a section of this length the incorrect translation or omission of minor conjunctions and adverbs is an inconsequential error.</p> <p><b>More serious:</b> <i>multi Galli de summo colle a Romanis deiecti sunt</i>: 'many Gauls <u>threw the Romans down</u> from the top of the hill'. Failure to recognise the passive voice and the ablative of agent is a more serious error.</p>
(x)	<p><i>hoc modo igitur urbs Roma non virtute militum sed clamore <u>anserum</u> servata est.</i></p> <p>In this way therefore the city of Rome was saved not by the courage of the soldiers but by the noise of the geese.</p>	5	<p><b>virtute</b> Accept 'by the virtue'.</p> <p><b>servata est</b> Accept 'was protected'/'was kept safe'.</p> <p><b>Inconsequential:</b> <i>hoc modo</i>: 'in <u>that</u> way'. A 'near miss' in vocabulary, which does not compromise the sense, is an inconsequential error.</p> <p><b>More serious:</b> <i>servata est</i>: 'will be saved'. A past tense translated as future is a more serious error.</p>

**APPENDIX 1: Assessment Objective Grid**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>1</b>	2	–	–
<b>2</b>	2	–	–
<b>3</b>	2	–	–
<b>4</b>	2	–	–
<b>5</b>	2	–	–
<b>6</b>	1	–	–
<b>7 a, b</b>	3	–	–
<b>8</b>	2	–	–
<b>9</b>	4	–	–
<b>10 a–h <u>OR</u> 11 a–c</b>	10	–	–
<b>12</b>	2	–	–
<b>13 a, b</b>	4	–	–
<b>14</b>	2	–	–
<b>15</b>	3	–	–
<b>16</b>	2	–	–
<b>17 a, b</b>	3		
<b>18</b>	2		
<b>19</b>	2		
<b>20</b>	50	–	–
<b>Total</b>	<b>100</b>	–	–

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