

GCSE (9-1)

Examiners' report

LATIN

J282

For first teaching in 2016

J282/01 Summer 2023 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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Paper 1 series overview

J282/01 (Language) is the compulsory component of GCSE (9-1) Latin. It is worth 100 marks, representing 50% of the total marks for the GCSE. Latin Language is an externally assessed written examination testing AO1. This component focuses on:

- Translation
- Comprehension questions
- Either questions on syntax and accidence within the context of a narrative passage or translation of short English sentences into Latin
- Derivation of English words from Latin

Examiners considered this paper to be of a fair and appropriate standard, resulting in a good spread of marks. The majority of candidates' performance was generally high and it was pleasing to see a number of completely accurate scripts. Examiners also commented in particular on the number of candidates who achieved full marks (or close to full marks) on the grammar questions. There were very few marks below 50.

Examiners felt that the paper was accessible to the full range of candidates, while differentiating very well, particularly in certain questions. Both the translation question and the comprehension questions revealed a sound understanding of the two storylines, in the majority of cases. There were very few examples of 'No Response', suggesting that candidates of all abilities were able to engage with the questions.

Examiners were pleased to note that errors of exam technique were relatively few. However, as has been noted in previous reports, some candidates showed a tendency to provide alternative responses, using either brackets or an oblique stroke. An alternative incorrect piece of information is regarded as HA (a harmful addition), which negates an otherwise correct response.

Key point call out – give just one answer

In Question 10(h), for instance, the response: 'Accusative because the preposition 'per' is followed by the accusative (the object of the sentence)' would be given 1/2 marks, because the bracketed addition is incorrect.

Candidates should therefore be advised against offering alternative responses, as one of their responses may be considered to be a harmful addition and the mark is lost.

The majority of candidates managed the time allowance of an hour and a half very well, and appeared to have had sufficient time to complete the paper. The majority of candidates were able to produce a rough draft, followed by a neat copy, of the translation question, and the majority of candidates attempted both Question 10 and Question 11. The number of corrections elsewhere in scripts suggested that candidates had plenty of time to check their work. Examiners noted, however, that correct responses were often changed to incorrect responses. Any alterations need to be clear and unambiguous, and the rough version of the translation should be crossed out.

The majority of candidates performed well on this paper, and examiners would like to congratulate both the candidates and their teachers.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • spotted superlative adjectives • recognised the difference between similar Latin words (e.g. <i>Africa</i> and <i>Africanus</i>) • included all the necessary details in comprehension questions (e.g. <i>ibi</i> in Question 3 and <i>superatum</i> in Question 13(b)) • thought carefully about which phrase stated 'when' the prisoners were held in Rome in Question 14 • recognised compound verbs (e.g. <i>rettulit</i> in Question 22(i)) • chose the most appropriate meaning of a word listed with several meanings (e.g. 'about' for <i>de</i> in Question 20(viii)) • offered clear explanations in Question 10(d) and Question 10(h) • showed understanding of the use of the subjunctive in Question 10(e) • scored 4 or 5 marks in most sections of the translation question • demonstrated a good knowledge of the DVL and Latin accident and syntax throughout the paper • did well with the following: participles (including ablative absolutes), indirect statements, and active/passive/deponent verbs • offered clear and correct meanings in Question 9 • made use of the information provided by the glossaries (e.g. genitive noun forms) • did not omit 'little' words in Question 22, such as <i>nam</i>, <i>tum</i>, <i>enim</i>, <i>tame</i> • recognised <i>ad</i> and 'gerundive' in Question 22(vii). 	<ul style="list-style-type: none"> • gave incorrect alternatives to an otherwise correct response • gave incorrect derivatives in Question 9 (e.g. 'vitality' for <i>vivere</i>) • translated the Latin words in Question 9, instead of giving a derivative • chose words from the wrong lines in the questions on syntax and accident • gave partially correct responses (e.g. 'to persuade the Romans' in Question 19(a)) • omitted words in the translation question (e.g. <i>tum</i> and <i>statim</i>) • scored 1 mark (isolated knowledge of vocabulary only) or 2 marks (part correct, but overall sense lacking/unclear) in the translation question • confused words in both the translation and comprehension questions (e.g. <i>servare</i> confused with <i>servus</i> in Question 15) • translated singular nouns as plural and vice versa.

Section A overview

Question 1

1 *Flavia ... amabat* (line 1): what do we learn about the relationship between Flavia and her husband?

..... [1]

A straightforward start to the examination, this question was responded correctly by the majority of candidates, though the response of some was not specific enough, e.g. 'They loved each other' or 'It was a loving relationship'.

Question 2 (a)

2 *ubi ... nollet* (lines 1–2):

(a) what happened to make Flavia sad?

..... [1]

The majority of candidates gained the mark on this question.

Question 2 (b)

(b) what did she **not** want to do as a result?

..... [1]

The relatively simple start to the passage allowed the majority of candidates to do well on this question, though a few confused *vivere* with *videre*.

Question 3

3 *in sepulcro ... moriar* (line 2): what **two** things did Flavia say she would do?

1

2

[2]

A slightly more demanding question. Not all candidates were familiar with the verb *manere*, occasionally confusing it with *monere*, and the majority of candidates lost the second mark by not including *ibi* in their response.

Key point call out – check all details are included

Candidates are advised to check that they include all relevant details in their responses to comprehension questions. As a guide, they should note the number of marks and answer lines available for each question. If in doubt, aim to include all the relevant information in the lemma.

Question 4

4 *erat prope sepulcrum crux ingens* (line 3): write down **one** thing we are told about the cross.

..... [1]

The majority of candidates responded to this question correctly, though a few lost the mark by describing the cross as 'big' or 'large'.

Question 5 (a)

5 *praetor ... auferret* (lines 3–5):

(a) what had the chief magistrate ordered Marcus to do?

..... [1]

This question was accessible to candidates of all abilities, with the majority scoring 1/1. The candidates who didn't, usually referred to guarding the tomb, rather than the cross, which was presumably a result of reading the wrong meaning in the list of glossed words.

Key point call out

Candidates are encouraged to make full use of the glossary beneath each passage, making sure that the meaning given is in line with the relevant Latin word.

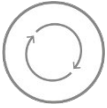
Question 5 (b)

(b) what was he afraid might happen otherwise?

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

A good differentiator, as *latronis* was taken as nominative by a few of candidates, who stated that a robber might steal the body of the father. Such a response was awarded 1 mark, since 'of the father' was considered to be a consequential error.

Assessment for learning



It would be worthwhile for teachers to spend some time in class looking at the glossaries on past papers, and pointing out to their students just how much information can be found there: for this question, the glossary makes it clear that *latronis* is genitive, since the second form of a glossed noun is always genitive singular.

Question 6

- 6 *ea nocte ... invenit* (lines 5–6): when Marcus saw a light in the tomb and went to investigate, what did he find?

..... [1]

The majority of candidates gave the correct response to this question.

Question 7

7 *dum ... abduxit* (lines 6–7): why did Marcus not notice what was happening to the robber's body?

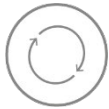
.....
..... [2]

This question was a good discriminator: Candidates gained the first mark for 'He was comforting Flavia', but did not gain the second mark by not including *per totam noctem*; Candidates repeated that the robber's father stole the body, which ignores the first part of the lemma and does not answer the question.

Key point call out

Candidates are reminded to read the lemma carefully, as that is where they will find the answer to the question.

Assessment for learning



Teachers should point out to candidates that parts of the lemma may be found translated in the question. The answer will therefore be in the untranslated section.

Question 8 (a)

8 (a) *sed Flavia ... constituit* (lines 8–9): what did Flavia decide to do to prevent Marcus from being punished by the praetor?

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

The majority of candidates scored 1 mark for referring to Flavia's husband's body, but some candidates lost the first mark by saying that Flavia 'gave' her husband's body to Marcus or by omitting *Marco*.

Question 8 (b)

(b) *nam ... posse* (line 9): what led her to make this decision?

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

The main issue here was the handling of *intellexit*, which was either omitted or mistranslated as 'knew' or 'thought'. Most candidates understood the gist of *se alium virum nunc amare posse*, but some candidates did not get the second mark by omitting 'posse'.

Question 9

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.

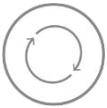
One has been done for you.

Latin Word:	<i>mortuo</i>
English Word:	mortal
Meaning of English Word:	a living thing unable to live for ever
Latin Word:	<i>vivere</i>
English Word:
Meaning of English Word: [2]
Latin Word:	<i>pater</i>
English Word:
Meaning of English Word: [2]

This question is designed to be accessible to candidates of all abilities, and most scored at least 2 marks. For the first word *vivere*, 'vivid', 'vivacious', 'revive' and 'survive' were the most common responses, and candidates appeared to have no difficulty in defining these words. A good number of candidates gave a derivative of *vita*, which was not accepted. 'Paternity' and 'paternal' were the most popular choices for *pater*, but some clearly struggled with giving the meaning. Examiners were prepared to give benefit of the doubt (BOD) when they felt that the definition was close enough. Some candidates gave derivatives of *patria* or *patronus*, which were not accepted. Occasionally examiners came across candidates who simply translated the Latin word as the derivative, which did not gain any marks.

An example of an incorrect derivative can be seen in Exemplar 1 below. As the mark scheme states, 'Incorrect derivation cannot score a mark for a correct meaning of the English word'. Thus, only the derivative of *pater* and its meaning can be awarded.

Assessment for learning



Sometimes candidates give incorrect derivatives which simply start with the same two or three letters as the Latin (e.g. 'pattern' for *pater*). It may be laborious for teachers to go through the DVL with their students, working out appropriate derivatives which have a link to the meaning of the Latin, but that would ensure full marks in this question, which is designed to be one of the most accessible on the paper.

Exemplar 1

Latin Word:	<i>mortuo</i>
English Word:	mortal
Meaning of English Word:	a living thing unable to live for ever
Latin Word:	<i>vivere</i>
English Word:	<i>vital</i>
Meaning of English Word:	<i>Necessary for living / life</i> [2]
Latin Word:	<i>pater</i>
English Word:	<i>paternal</i>
Meaning of English Word:	<i>Relating to a father</i> [2]

Question 10 (a)

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

erat prope sepulcrum crux ingens, in quam corpus latronis cuiusdam positum erat. praetor Marcum, militem fortem, iusserat crucem diligenter custodire. nam timebat ne pater latronis corpus auferret. ea nocte Marcus lucem in sepulcro conspexit et cognoscere volebat quid accideret. in sepulcrum ingressus, Flaviam lacrimantem invenit. dum eam per totam noctem consolatur, pater latronis corpus abduxit.

5

Names

Marcus, Marci (m)

Marcus

Flavia, Flaviae (f)

Flavia

Words

sepulcrum, sepulcri (n)

tomb (a place in which a dead person was buried)

crux, crucis (f)

cross (being nailed to a cross was an ancient form of punishment)

latro, latronis (m)

robber

praetor, praetoris (m)

praetor (the chief magistrate)

consolor, consolari, consolatus sum

I comfort

(a) corpus latronis cuiusdam (line 1): identify the **case** of *latronis*.

..... [1]

The majority candidates scored the mark here, even if they had translated *latronis* as nominative in Question 5(b).

Question 10 (b)

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

..... [1]

This question was generally responded well to, though some candidates gave the response 'Past', which was not accepted.

Question 10 (c)

(c) Identify an example of the **accusative** case in line 2.

..... [1]

The majority of candidates gave the correct response to this question.

Question 10 (d)

(d) *Marcus ... cognoscere volebat* (line 3): identify the **form** of *cognoscere* **and** explain why it is used here.

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

The majority of candidates scored the first mark for 'infinitive' (there is no need to add the tense or voice), but the explanation proved more challenging for some, who struggled to see the connection between *cognoscere* and *volebat*.

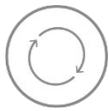
Question 10 (e)

(e) *quid accideret* (lines 3–4): explain why *accideret* is in the **subjunctive** mood.

..... [1]

This was one of the best differentiators on the paper, with the minority of candidates responding with 'indirect question'. The most common incorrect response was 'It's a result/purpose clause'.

Assessment for learning



The question on the use of the subjunctive mood continues to be one of the most challenging questions on the paper, and teachers are advised to review regularly in class the six uses of the subjunctive at GCSE.

Question 10 (f)

(f) Identify an example of the **perfect** tense in line 4.

..... [1]

The majority of candidates gave the correct response to this question.

Question 10 (g)

(g) Pick out a **pronoun** in line 4.

..... [1]

The majority of candidates gave the correct response to this question.

Question 10 (h)

(h) *per totam noctem* (line 4): identify the **case** of *noctem* **and** explain why this case is used here.

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

The majority of candidates were able to identify the correct case but some candidates struggled with the explanation. Other candidates gave a correct explanation but then lost the mark by adding incorrect information such as 'It is the object of the sentence' or 'It is part of an accusative and infinitive'. In such cases, the second mark was lost because this was considered to be a harmful addition.

It is also possible to lose the first mark for an incorrect case, but achieve the second mark for a correct explanation, as can be seen in Exemplar 2 below.

Key point call out: high standard on grammar questions

Examiners commented that, once again, candidates managed the grammar questions much better this year than has sometimes been the case, with the majority of candidates achieving full marks.

Exemplar 2

~~Accusative~~ Ablative because, "per," is a preposition
..... [2]

Question 11 (a)

11 Translate the following English sentences into Latin.

(a) The evil husband is sending money.

.....
..... [4]

The majority of candidates scored 3 marks, but the strongest candidates were able to translate the verb correctly and gain full marks.

Question 11 (b)

(b) We were sailing for a long time.

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

This was the most accessible of the English to Latin sentences, with the majority of candidates gaining full marks.

Question 11 (c)

(c) When did the gods save the country?

.....
..... [4]

This was considered to be the most challenging of the sentences, with the majority of candidates not knowing the interrogative *quando* or the nominative plural of *deus*. Other candidates struggled with 'did...save', recognising the perfect tense and the third person plural ending *-erunt*, but not working out the perfect stem, which resulted in variants of *serverunt*.

Section B overview

Question 12

12 *Regulus ... gerebat* (line 1): why was Regulus in Africa?

..... [1]

The majority of candidates gave the correct response to this question.

Question 13 (a)

13 *quamquam ... ceperunt* (lines 1–2):

(a) what success had Regulus had so far?

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

The average mark to Question 13(a) was 1 mark, with candidates gaining 1 mark for saying that he had been victorious/had had victory (*vel sim*), but *in multis proeliis* was not always included or rendered correctly.

Question 13 (b)

(b) despite this success, what eventually happened to him?

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

The majority of candidates gained at least 1 mark for either *superatum* or *ceperunt*, but the strongest candidates included both elements in their response. Often *ceperunt* was confused with *coeperunt*, resulting in responses such as 'The Carthaginians began to overpower him'. In such cases, 'to overpower' was considered as a consequential error, resulting in 1 mark.

Question 14

14 *eodem ... tenebantur* (lines 2–3): write down **and** translate the **Latin** phrase which states **when** some African prisoners were being held in Rome.

Latin phrase	English translation

[2]

This question was a very good differentiator: some candidates simply wrote out the whole of the lemma, instead of being selective and picking out a phrase, as instructed by the question. This was considered to be additional information which was not required to convey when the prisoners were being held in Rome. Therefore, a response such as *eodem tempore nonnulli captivi Africani Romae tenebantur* would not score the first mark, even though it contains the key phrase *eodem tempore*. However, the second mark would be awarded if the Latin was translated correctly.

Key point call out: read the questions carefully

Candidates are reminded to read the questions carefully. In this question, the keyword is 'when', which is also emboldened.

Question 15

15 *cum ... vellet* (line 3): what did the Carthaginian leader want to do?

..... [1]

Vocabulary proved to be a stumbling block for the minority of candidates here, with *servare* sometimes confused with *servus*, and occasional references to 'hours' (*horum*).

Question 16

16 *Regule ... credunt* (line 5): what **two** things does the Carthaginian leader say about Regulus?

- 1
- 2

[2]

The majority of candidates scored at least 1 mark. The most common errors were not recognising the superlative *optimus*, and confusing *Romani* with *Roma*.

Key point call out: differentiate between place names and adjectives

Candidates are advised to differentiate carefully between place names and place adjectives. This point also applies to Question 18.

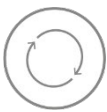
17 *Romam ... mutare* (line 6): what does the Carthaginian leader tell Regulus to do in Rome?

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

Question 17

A glance at the number of marks available in brackets makes it clear there were three elements to this question. Candidates lost a mark by omitting *senatoresque iube*. The majority of candidates gained at least 1 mark for referring to exchanging the African captives. The main cause for error was vocabulary, with candidates translating *pro* as 'in front of', which is not the most appropriate meaning of *pro* in this context.

Assessment for learning



The DVL contains several words which have more than one meaning, and teachers are advised to remind their students to choose the most appropriate meaning for the context.

Question 18

18 *si tamen ... debes* (lines 6–7): if Regulus does not succeed, what must he do?

..... [1]

The majority of candidates gave the correct response to this question, though some candidates confused *Africa* with *Africanus*.

Key point call out: use the glossary

Candidates are encouraged to make full use of the glossary beneath each passage.

Question 19 (a)

19 *Regulus ... conaturum esse* (lines 8–9):

(a) what promise did Regulus give to the Carthaginian leader?

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

Two marks were available, so two separate points were required for full marks. As in other questions, candidates who didn't score full marks, did not provide the necessary detail, writing for example, that 'He promised to persuade the Romans' (omission of *conaturum esse*).

Question 19 (b)

(b) what was he afraid might happen otherwise?

..... [1]

Most candidates understood that Regulus was afraid that he might be killed, but the minority of candidates lost the mark by not including *a Poenis*.

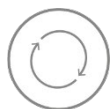
Question 20

20 *nam ... essent* (line 9): what was Regulus' opinion of the Carthaginians?

..... [1]

The majority of candidates correctly responded thanks to the flexibility of the marking scheme which accepted the superlative 'very cruel'. The minority of candidates, however, were misled by *quam* and wrote that the Carthaginians were 'as cruel as possible', which was considered to be a harmful addition.

Assessment for learning



Teachers are advised to draw their students' attention to the four uses of *quam*: relative pronoun; exclamatory/interrogative adverb meaning 'how'; adverb used with comparative forms meaning 'than'; meaning 'as...as possible' when followed by a superlative adverb.

Question 21

21 *deinde ... ingressus est* (lines 9–10): what did Regulus do next?

.....

..... [2]

Although the majority of candidates achieved full marks, a good number scored zero marks by writing 'He sailed into the senate house'. For the first mark *Romam* was omitted and for the second *ingressus est* was required. The candidates who scored the first mark often missed out on the second by not making it clear that Regulus actually went into the building, writing, for instance, 'He went to the senate house'.

Question 22

22 Translate **Passage 3** into English.

[50]

The translation was considered by examiners to be very fair, providing an appropriate level of challenge. Despite one or two challenging sections, candidates were usually able to get back on track in the next section. Examiners were impressed by the overall standard of translations, with the majority of candidates making very few or no errors. Lower ability candidates also seemed to find the question accessible, and usually managed to score high marks in at least one or two sections.

Section (i): This was quite a challenging start to the passage. Candidates who scored well on this question, recognised the compound verb *rettulit*. In addition, some candidates translated *ducis* as a form of *dicere*, and confused *hortatus est* with *hortus*. Other candidates assumed that *senatores* was nominative, not observing that the verb *hortatus est* is singular. Finally, *ne* was often overlooked as a negative conjunction, and *traderent* was frequently rendered as 'to trade'. As a result, some candidates achieved only 1 mark for knowledge of vocabulary, even though they often went on to cope well with the other sections.

Key point call out: look at compound verb pairings

Candidates are encouraged to look carefully at compound verb pairings (e.g. *fero/refero*).

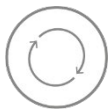
Section (ii): The majority of candidates understood this section, even though the first half of the sentence was sometimes not handled well: not all candidates were familiar with *tam* (often confused with *tum*) and therefore did not recognise the result clause. Other errors included the omission of *nam*, confusing *patriae* with *pater* and not spotting the genitive phrase *huius modi* (often rendered as 'in this way').

Key point call out

Candidates are encouraged to check that they have translated every word in the passage. With the passage printed above the space for the answer, it is an easy matter to look at the answer and tick each of the Latin words translated.

Section (iii): The general meaning of this section was understood by the majority of candidates, but marks were lost for the following reasons: *cum* was sometimes translated as 'with'; *Romani* was frequently translated as accusative ('he saw the Romans'); the handling of *viderentur* was an issue for some, who were not familiar with the deponent verb *videri*; the prefix *ex-* was often ignored, resulting in 'Regulus shouted'.

Assessment for learning



The introduction to the DVL does make it clear that candidates are expected to be familiar with compound verbs formed by using the prefixes in the list, so practice on this would be useful.

Section (iv): This was one of the most accessible sections of the translation and it was pleasing to see the majority of candidates gave a perfect translation. Common mistakes included confusing *liberabitis* with *liberi*, the omission of *statim* and, once again, failure to spot a compound verb (*regrediar* was often translated simply as 'I will go').

Section (v): This section was responded to very well, and the majority of candidates scored 4 or 5 marks. The most common error was not knowing the meaning of *oraverunt*. The minority of candidates paraphrased *ne Roma discederet* as 'to stay in Rome', which was not accepted.

Section (vi): A more challenging section for the minority of candidates, with not everyone recognising the indirect statement after *intellegebant* and *eum morte punituros esse* sometimes paraphrased as 'would kill him as a punishment', which, as in Section (v), was not accepted. In addition, the ablative *morte* was often translated as 'to death', and *enim* was regularly omitted or mistranslated.

Section (vii): This section was a very good discriminator. The handling of the ablative absolute caused candidates to lose a mark, as can be seen in Exemplar 3. In this response there is no coordination with the main clause, as is indicated by the omission mark ('disregarded their shouting *and* bravely went back' would have been fine). The omission or handling of *eorum* was another issue for candidates.

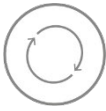
The other major problem was *ad mortem expectandam*, which only the strongest candidates were able to translate correctly, as can be seen again in Exemplar 3 which follows. Other errors included the omission or mistranslation of *fortiter* and failure to recognise the compound verb *rediit*.

Key point call out: several ways of translating an ablative absolute

Candidates are reminded that there are several ways of translating an ablative absolute, including turning it into a main clause, but only if 'and' is added before the actual main clause.

Section (viii): The main issue here was the passive verb *scriptae sunt*, which was often translated as 'They wrote'. In addition, *paucæ* was frequently not known, and, though the majority of candidates handled the indirect statement after *dixerunt* well, not all candidates were familiar with *alii...alii*.

Assessment for learning



In recent years many candidates have struggled with *ad* + gerundive, perhaps because it is often the last construction to be taught. Teachers could perhaps pick out examples from past papers to draw their students' attention to this alternative expression of purpose.

Section (ix): Candidates who handled the indirect statement well in the previous section managed this section well also, recognising the second indirect statement this time after *scripserunt*. The two main issues here were translating *mortuum esse* as 'had been killed' and the handling of *propter*, which was often confused with *prope*.

Section (x): The final section of the translation question was handled well, with the majority of candidates scoring at least 3 marks. *tamen* was sometimes omitted or mistranslated, and *potest* was often translated as 'could'. As elsewhere in Question 22, there was some paraphrasing of *de virtute huius viri*, for instance, 'that this man was virtuous', which was not accepted.

Exemplar 3

Although the Romans try to persuade Regulus to stay, he is determined to go back to Africa, where he dies.

his nam aut

reb *q m carnase* *en* *to* *repx* *capivos*
Regulus, postquam verba ducis Poenorum rettulit, senatores hortatus est ne captivos traderent. nam tam fidelis patriae suae erat ut libertatem huius modi accipere nollet. cum Romani dubitare viderentur, Regulus exclamavit 'senatores, si captivos liberabitis, ego ad Africam statim regrediar.'

tum omnes senatores Regulum oraverunt ne Roma discederet. intellegebant enim Poenos eum morte punituros esse. sed Regulus, clamoribus eorum neglectis, ad Africam fortiter rediit ad mortem expectandam. 5

goba r *expe du* *gura* *gura* *him*
 paucae fabulae de morte Reguli scriptae sunt: alii dixerunt Poenos eum interfecisse; alii scripserunt eum propter morbum gravem mortuum esse. nemo tamen de virtute huius viri dubitare potest. 10

to dux
Names

<i>Regulus, Reguli (m)</i>	Regulus	N us
<i>Poeni, Poenorum (m pl)</i>	Carthaginians (people from Carthage, a city in Africa)	A um
<i>Africa, Africae (f)</i>	Africa	R o

Words

<i>libertas, libertatis (f)</i>	freedom	A (OS)
<i>dubito, dubitare, dubitavi, dubitatus</i>	I am in doubt, I hesitate	R om
<i>neglego, neglegere, neglexi, neglectus</i>	I ignore, I disregard	R is
<i>fabula, fabulae (f)</i>	story	R is
<i>morbis, morbi (m)</i>	illness	R is

Passage 3
22 Translate **Passage 3** into English. [50]

Passage 3
 ..Regulus... after reading with the words of the Carthaginians...
 ..encouraged the senators to hand over the captives.....
 ..For he was so loyal to his country that he refused to accept.....
 ..this manner.....
 ..With the Romans being in doubt, Regulus exclaimed ~~these~~
 .."Senators, if ^{you} free the captives, I will ~~imma~~ go back to Africa.....
 ..at once"
 ..Then all the senators told Regulus to depart from Rome.....
 ..They ^{realized} ^{his death} understood ~~that~~ ~~the~~ Carthaginians ~~were~~ about to
 ..~~be~~ ~~be~~ punished ~~to~~ ~~death~~ was about to punish ^{the Carthaginians} ~~the~~ Carthaginians.

But Regulus, disregarding their shaming, he bravely went back to Africa and expected to die.

They wrote a few stories of Regulus's death: some said the Carthaginians killed him; others wrote he died ~~or~~ because of a serious ~~disease~~ illness. No one however, was able to doubt this man's virtue.

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