



Oxford Cambridge and RSA

GCSE

Latin

J282/01: Language

General Certificate of Secondary Education

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *Web Assessor Marking Task Guide*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100%) deadlines. If you experience problems, you must contact your Team Leader without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative, then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth two or more marks)










If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there.
7. Award NR (No Response) if there is nothing written at all in the answer space.
Award 0 marks if anything is written in the answer space which is not worthy of credit (including text and symbols).
8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments for clarification.
If you have any questions or comments for your Team Leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

11. Annotations

Annotation	Meaning
	Benefit of doubt
	Incorrect point – comprehension questions only
	Harmful addition: additional information or alternative incorrect version
	More serious error in translation
	Inconsequential error in translation
	Repeated or consequential error
	Correct point – comprehension questions only (except for isolated knowledge of vocabulary in Qu 20)
	Used at the end of a translation section which contains no errors at all
	Omission mark
Highlight or SEEN	Work seen and considered which does not harm the response
BP	Blank page (only to be used when there is no writing on the page – see p12)

NB: Please use the on-screen mark confirmation tool (found in Tools → Options).

12. Subject Specific Marking Instructions

Ignore misspelling of proper nouns in comprehension questions (including failure to reproduce correctly in the nominative case).

Question		Answer	Mark	Guidance
1		Flavia loved her husband (1)	1	Do not accept 'Flavia's husband loved her'. Do not accept 'They loved each other'. Ignore <i>maxime</i> .
2	(a)	Her husband/He died (1)	1	Accept 'Her husband is dead'. Accept 'Her husband had died'. Accept 'The death of her husband'. Do not accept 'Her husband was killed'.
2	(b)	She didn't want to live (1)	1	Ignore <i>ipsa</i> . Accept 'to live'/'to keep living'/'to go on living'.
3		She would stay in her husband's tomb (1) She would die there (1)	2	Accept direct speech Accept 'She would stay in the tomb with her husband'. Accept 'She would wait in her husband's tomb'. Do not accept 'She would stay <u>at</u> her husband's tomb'. Do not accept 'She would <u>be</u> in a tomb with her husband'. Give BOD to ' <u>on</u> the tomb'. Insist on <i>ibi</i> ('there'/'here'/'in it'), unless there is a clear link between the two things Flavia says she would do. Do not accept 'She would die' ('there' is needed). Look out for REP from Q2(a): meaning of <i>mortuus est</i> and <i>moriar</i> .
4		Accept any one from: It was huge (1) It was near the tomb (1)	1	<i>ingens</i> : accept 'enormous'/'massive'/'gigantic', but do not accept 'big'/'very big'.

					<i>prope sepulcrum</i> : accept 'next to the tomb'/'by the tomb'.
5	(a)		Guard the cross (1)	1	<i>custodire</i> : accept 'keep an eye on'.
5	(b)		The robber's father (1) might steal the body (1)	2	Accept 'The father might steal (1) the robber's body (1).' <i>auferret</i> : accept 'take'/'carry'/'take away'/'take back'/'carry away'/'carry off'/'remove'. Give BOD to 'rob' (the body). <i>latronis</i> : ignore omission or incorrect use of apostrophe. 'The body of the robber would be stolen' = 1/2 (no agent) 'A robber would steal the body' = 1/2 ('robber' as the subject is incorrect) 'A robber might steal the body of the father' = 1/2 ('of the father' is considered to be consequential)
6			Flavia weeping (1)	1	<i>lacrimantem</i> : accept 'crying'/'in tears'.
7			Marcus/He was comforting Flavia/her (1) for the whole night (1)	2	<i>consolatur</i> : accept 'He comforted'. <i>per totam noctem</i> : accept 'all night'/'throughout the night'/'through the night' <i>vel sim.</i> <i>totam</i> is therefore not always required to be translated.
8	(a)		She offered him (1) her husband's body (1)	2	<i>offerre</i> : do not accept 'to give'. <i>corpus mariti sui</i> : accept 'her husband'.
8	(b)		She realised that she (1) was now able to love another man (1)	2	Ignore <i>nunc</i> .

					<p><i>intellexit</i>: accept 'understood'; do not accept 'knew'/'thought'/'sensed'/'felt'.</p> <p><i>alium virum</i>: accept 'a new man'/'this other man'/'other men'; do not accept 'men'.</p> <p>'She understood that it was possible to love another man' = 2/2 'She understood that she could love again' = 2/2</p>
9			<p>Revive (1) – to bring back to life (1)</p> <p>Paternal (1) – relating to a father (1)</p>	4	<p>One mark for the derivative and one for its meaning. Accept other valid derivatives. Accept incorrect but recognisable spelling. 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. If a second, incorrect, meaning is given, no mark can be awarded. Be prepared to use BOD when assessing definitions of derivatives. Use a dictionary/etymology dictionary, if necessary.</p> <p><i>vivere</i>: do not accept derivatives of <i>vita</i>. <i>pater</i>: do not accept derivatives of <i>patria</i> or <i>patronus</i>.</p>

Question		Answer	Mark	Guidance
10	(a)	Genitive (1)	1	Additional incorrect detail is HA (e.g. 'genitive plural').
10	(b)	Pluperfect (1)	1	Do not accept 'past'.
10	(c)	<i>Marcum, militem, fortem</i> or <i>crucem</i>	1	Insist on correct spelling.
10	(d)	Infinitive (1); follows <i>volebat</i> (1)	2	For the first mark: Additional incorrect detail is HA (e.g. 'perfect active infinitive'). For the second mark: Accept: <ul style="list-style-type: none"> ➤ 'He wanted to find out'. ➤ 'He wanted to do an action'. Do not accept: <ul style="list-style-type: none"> ➤ 'It is the second/secondary verb'. ➤ 'It follows another verb'.
10	(e)	Indirect question	1	
10	(f)	<i>invenit</i>	1	Insist on correct spelling. Accept <i>ingressus</i> .
10	(g)	<i>eam</i>	1	Insist on correct spelling.
10	(h)	Accusative (1); follows the preposition <i>per</i> (1)	2	For the second mark: Accept: <ul style="list-style-type: none"> ➤ 'It follows a preposition'. ➤ 'through the night'.

					<ul style="list-style-type: none"> ➤ Accusative of time Do not accept: <ul style="list-style-type: none"> ➤ Another use of the accusative (e.g. accusative and infinitive)
11	(a)		maritus (1) malus (1) pecuniam (1) mittit (1).	4	Word order is flexible. Accept any translation using correct Latin even if vocabulary is outside of Restricted Vocabulary. Accept <i>scelestus</i> for 'evil', but do not accept <i>crudelis</i> .
11	(b)		diu (1) navigabamus (1).	2	Word order is flexible. Accept any translation using correct Latin even if vocabulary is outside of Restricted Vocabulary List.
11	(c)		quando (1) dei (1) patriam (1) servaverunt (1)?	4	Word order is flexible. Accept any translation using correct Latin even if vocabulary is outside of Restricted Vocabulary. Accept <i>di</i> . Accept <i>terram</i> for 'the country'. Do not accept <i>ubi</i> for 'When'.

Question		Answer	Mark	Guidance
12		He was waging war (1).	1	Accept 'He waged war'/'To wage war'. Do not accept 'He had waged war'. Do not accept 'There was a war' (must be some reference to waging a war). Do not accept 'He wanted to wage war'.
13	(a)	He had been victorious (1) in many battles (1).	2	Accept 'He had won many battles'. 'He had had/had won many victories' = 1/2 'He had conquered many battles' = 2/2 (BOD) <i>vicerat</i> : accept 'He had conquered'/'He had won'; accept the perfect tense. <i>proeliis</i> : do not accept 'wars'.
13	(b)	The Carthaginians overpowered (1) and captured him (1).	2	Accept 'He was overpowered and captured by the Carthaginians'. Accept reversed order of verbs. <i>superatum</i> : accept the following: 'beat'/'conquered'/'defeated'/'overwhelmed'/'overcame'. Some examples: 'The Carthaginians began to overpower him' = 1/2 (began' – <i>ceperunt?</i> – so 'to overpower' is considered as consequential) 'He was captured' = 1/2 'He was overpowered' = 1/2 'He was captured and overpowered' = 1/2 (no agent)

14		<i>eodem tempore</i> (1) At the same time (1)	2	<p>Spelling of the Latin has to be recognisable, but not 100% correct for the first mark.</p> <p><i>eodem tempore</i> is the only correct response for the first mark (e.g. <i>eodem tempore nonnulli</i> cannot be awarded a mark).</p> <p>If the entire lemma is given, no mark is awarded for the Latin, but the second mark should be awarded if it is translated correctly.</p>
15		To save the captives/them (1)	1	<p><i>servare</i>: accept 'to protect'/'to keep safe'.</p> <p><i>captivorum</i>: accept 'prisoners'/'captive men'; give BOD to '<u>his</u> prisoners'.</p>
16		He is an excellent man (1). The Romans trust him (1).	2	<p>Accept direct speech.</p> <p><i>optimus</i>: accept 'the best'/'very good'; do not accept 'great'/'good'.</p> <p><i>credunt</i>: accept 'believe'/'believe in'/'have faith in'/'have trust in'; accept 'will trust'/'would trust'.</p> <p>Give BOD to 'The <u>senators</u> trust him'.</p>
17		To order the senators (1) to exchange the captives (1) in return for him/Regulus (1)	3	<p>Accept direct speech.</p> <p>The captives and Regulus can be interchanged.</p> <p><i>iube</i>: accept 'instruct'/'command'/'tell'; do not accept 'get'.</p> <p><i>captivos Africanos</i>: accept 'the (captured) Africans'.</p> <p><i>pro</i>: accept 'for'/'with'.</p>

18			Return to Africa (1)	1	Accept direct speech. <i>revenire</i> : accept 'come back'/'go back'. Do not accept ' <u>begin to</u> return to Africa'.
19	(a)		That he would try (1) to persuade the Romans (1)	2	<i>se...conaturum esse</i> : Accept 'He would attempt'. Accept 'He was about to try'. Accept 'to try persuade' and 'to try and persuade'. <i>Romanis</i> : accept 'the senators'.
19	(b)		He would be killed by the Carthaginians (1).	1	Accept 'The Carthaginians would kill him'. Insist on a reference to the Carthaginians (not just 'them').
20			They were cruel (1).	1	Accept 'very cruel', but 'as cruel as possible' is HA.
21			He sailed to Rome (1) and he entered the senate-house (1).	2	'He sailed to the senate house' = 0/2. 'He sailed to the senate house in Rome' = 1/2 <i>navigavit</i> : accept 'He sailed back'/'He navigated'. <i>ingressus est</i> : Accept 'He went into'. Accept other verbs of movement provided that it is clear that he actually went into the building, e.g. 'He burst into'/'He advanced into'/'He progressed into'.

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)
- failure to reproduce proper nouns in the nominative case
- incorrect third person subject pronouns (e.g. 'he' instead of 'she')
- adjectives or adverbs incorrectly translated as superlative
- omission of pronoun agent in active to passive transposition
- a minor vocabulary error which does not prevent communication of the meaning of the Latin (e.g. eodem tempore = 'at that time')

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).
- errors of case
- the omission of a word which affects the meaning of a section
- errors of tense (apart from minor tense errors – see above), e.g. a future tense taken as a past tense
- incorrect constructions – for example:
 - 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')
 - incorrect handling of ablative absolute
- errors of voice (e.g. milites necati sunt = 'The soldiers killed')
- errors of person (except 'he'/'she')

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
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 (at least 2 unglossed words)
0	No response worthy of credit

		Answer	Mark	Guidance	
				Content	Examples of inconsequential and more serious errors
22	(i)	<i>Regulus, postquam verba ducis Poenorum rettulit, senatores hortatus est ne captivos traderent.</i> After Regulus reported the words of the leader of the Carthaginians, he urged the senators not to hand over the captives.	5	<i>rettulit</i> : accept 'carried back'/'relayed'/'related'/'brought back'; accept pluperfect tense; accept 'After reporting'. <i>ducis Poenorum</i> : accept 'of the Carthaginian leader'. <i>hortatus est</i> : accept 'encouraged'. <i>traderent</i> : accept 'hand back'	Inconsequential <i>rettulit</i> = 'told'/'re-told'/'repeated'/'reiterated'/'carried'/'brought' <i>Poenorum</i> = 'Carthaginian's'/'Carthaginians' (no apostrophe) <i>traderent</i> = 'give back'/'exchange'/'return' More serious <i>rettulit</i> = 'gave back' <i>traderent</i> = 'trade'/'trade in'
	(ii)	<i>nam tam fidelis patriae suae erat ut libertatem huius modi accipere nollet.</i> For he was so loyal to his homeland (that) he did not want to accept freedom of this kind.		<i>fidelis</i> : accept 'faithful'. <i>patriae</i> : accept 'country'. <i>libertatem huius modi</i> : accept 'this kind of freedom'. <i>accipere</i> : accept 'receive'. <i>nollet</i> : accept 'he refused'. <i>modi</i> : accept 'sort'/'nature'/'manner'.	Inconsequential Omission or mistranslation of <i>nam</i> (including 'Because') Omission or mistranslation of <i>suae</i> <i>acciperet</i> = 'take in'/'take' <i>huius modi</i> = 'of this <u>way</u> ' More serious Omission or mistranslation of <i>tam</i> <i>huius modi</i> translated as 'in this way'
	(iii)	<i>cum Romani dubitare viderentur, Regulus exclamavit</i>	5	<i>cum</i> : accept 'when'. <i>dubitare</i> : accept 'to doubt'. <i>viderentur</i> : accept 'were seen'.	Inconsequential <i>exclamavit</i> = 'shouted'

	Answer	Mark	Guidance	
			Content	Examples of inconsequential and more serious errors
	Since the Romans seemed to be in doubt, Regulus exclaimed		<i>dubitare viderentur</i> : accept 'seemed hesitant'/'seemed in doubt'/'seemed to doubt'/'were seen hesitating'. <i>exclamavit</i> : accept 'shouted out'.	More serious 'When <u>he saw the Romans</u> hesitating' = 2 more serious errors (person and voice of <i>viderentur</i> and case of <i>Romani</i>) 'When <u>he saw that the Romans</u> were in doubt, Regulus shouted (inconsequential)/exclaimed' = 3 marks 2 marks to be awarded if only <i>Regulus exclamavit</i> is correct.
(iv)	' <i>senatores, si captivos liberabitis. ego ad Africam statim regrediar.</i> ' 'Senators, if you set the captives free, I will go back at once to Africa.'	5	<i>liberabitis</i> : accept 'you will free'/'you are going to free'. <i>regrediar</i> : accept 'I will return'.	Inconsequential Omission or mistranslation of <i>statim</i> . <i>regrediar</i> = 'I will go'. More serious <i>regrediar</i> = I will advance (back)'. 'If the senators <u>free</u> the captives' = 1 more serious error (person of <i>liberabitis</i>); ignore the nominative/vocative <i>senatores</i> .
(v)	<i>tum omnes senatores Regulum oraverunt ne Roma discederet.</i> Then all the senators begged Regulus not to leave Rome.	5	<i>oraverunt</i> : accept 'pleaded with'. <i>ne</i> : look out for REP from 22(i). <i>discederet</i> : accept 'depart'.	Inconsequential <i>tum</i> : <i>oraverunt</i> = 'asked'

		Answer	Mark	Guidance	
				Content	Examples of inconsequential and more serious errors
					More serious <i>ne Roma discederet</i> translated as 'to stay in Rome' = 2 more serious errors of vocabulary
	(vi)	<p><i>intellegebant enim <u>Poenos</u> eum morte punituros esse.</i></p> <p>For they understood that the Carthaginians would punish him with death.</p>	5	<p><i>intellegebant</i>: accept 'they realised'; do not accept 'they knew'; look out for REP from Q8(b). <i>morte</i>: accept 'by death'. <i>punituros esse</i>: accept 'were going to punish'/'were about to punish'.</p>	<p>Inconsequential <i>enim</i> <i>punituros esse</i> = 'will punish'</p> <p>More serious <i>morte</i> = 'to death'</p>
	(vii)	<p><i>sed <u>Regulus</u>, clamoribus eorum <u>neglectis</u>, ad <u>Africam</u> fortiter rediit ad mortem exspectandam.</i></p> <p>But Regulus, ignoring their shouts, bravely went back to Africa to await his death.</p>	5	<p><i>clamoribus...neglectis</i>: accept other correct translations of the ablative absolute; treat as a maximum of one more serious error, if incorrect or omitted. <i>clamoribus</i>: accept 'shouting'/'clamour(s)'/ 'noise(s)'/ 'cries'. <i>exspectandam</i>: accept 'wait for'/'expect'. <i>ad mortem exspectandum</i> carries 2 marks: one for an expression of purpose and the</p>	<p>Inconsequential <i>sed</i> <i>eorum</i> = 'his' (number error) <i>neglectis</i> = 'neglect' <i>fortiter</i> = 'strongly' <i>rediit</i> = 'went'</p> <p>More serious Omission/mistranslation of <i>eorum ad mortem exspectandum</i> translated as 'expecting/waiting to die' = 2 more serious errors (see Content Guidance)</p>

	Answer	Mark	Guidance	
			Content	Examples of inconsequential and more serious errors
			other for a reference to awaiting death (not 'waiting to die').	
(viii)	<p><i>paucae fabulae de morte Reguli scriptae sunt: alii dixerunt Poenos eum interfecisse;</i> (A) few stories were written about Regulus' death: some said that the Carthaginians had killed him;</p>	5	<p><i>de:</i> accept 'of'/'on'. <i>scriptae sunt:</i> accept 'have been written'. <i>paucae fabulae de morte Reguli scriptae sunt:</i> accept 'There are a few stories written about Regulus' death'. <i>interfecisse:</i> accept perfect tense. <i>alii dixerunt Poenos eum interfecisse;</i> accept 'Some spoke of the Carthaginians killing him'.</p>	<p>Inconsequential <i>scriptae sunt:</i> = 'are written'/'had been written'. More serious <i>paucae</i> = 'some'/'several'. 'They wrote a few stories' = 1 more serious error (voice of <i>scriptae sunt</i>; case of <i>paucae fabulae</i> is consequential).</p>
(ix)	<p><i>alii scripserunt eum propter morbum gravem mortuum esse.</i> others wrote that he had died on account of a serious illness.</p>	5	<p><i>propter:</i> accept 'because of'/'from'/'of'/'through'. <i>mortuum esse:</i> accept perfect tense. <i>gravem:</i> accept 'grave'.</p>	<p>Inconsequential <i>gravem</i> = 'heavy' the second <i>alii</i> translated as 'some'/'the others' More serious <i>eum propter morbum gravem mortuum esse:</i>'that a serious illness killed him' = 2 more serious errors (one for the omission of <i>propter</i> and one for the meaning of <i>mortuum esse</i>).</p>

		Answer	Mark	Guidance	
				Content	Examples of inconsequential and more serious errors
	(x)	<p><i>nemo tamen de virtute huius viri dubitare potest.</i></p> <p>No one, however, can be in doubt about the courage of this man.</p>	5	<p><i>nemo</i>: accept 'none'.</p> <p><i>virtute</i>: accept 'virtue'.</p> <p><i>de virtute...dubitare</i>: accept 'doubt the courage'.</p> <p><i>de...dubitare</i>: accept 'be in doubt of'.</p>	<p>Inconsequential</p> <p><i>tamen</i></p> <p><i>huius</i> translated as 'that'</p> <p><i>vir</i> translated as 'young man'</p> <p>More serious</p> <p><i>potest</i> translated as perfect or imperfect</p> <p><i>huius</i> translated as 'the'</p>

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