



National
Qualifications
2017

2017 Latin Literary Appreciation

Advanced Higher

Finalised Marking Instructions

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General marking principles for Advanced Higher Latin Literary Appreciation

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in a candidate response.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the writer's use of language reflected in their responses.
- (e) Candidates should gain credit for the depth of their response and evaluative development of points made.
A 'point' is to be understood as either:
 - a. a piece of evidence taken from the text
 - b. an evaluative statementIn general, a mark will be awarded for each of the above so that an evaluative statement supported by a piece of evidence would attract 2 marks.
- (f) Reference to the text: where candidates wish to comment on the effectiveness of a choice of word, rhythm, etc, it would be appropriate to quote the Latin. Where the question asks for a comment on the content, references should normally be in English. A direct literal translation is not necessary provided the candidate shows an understanding of the reference.
- (g) In the extended response questions for each author (worth 20 marks), quotation from the text with appropriate translation may be used to provide evidence to support the response. In most cases, the wording of the question will ask candidates to 'refer to the text'. This instruction will mean:
 - In language questions, where the rhythm, sound, alliteration, etc, are critical to answering the question, candidates will be expected to quote the Latin text verbatim to illustrate their response. In these cases a translation of the Latin will not be expected.
 - Where the question refers to the story, argument, etc, candidates will not be expected to quote the Latin, or provide a word-for-word translation, but may simply provide a summary, eg 'Cicero says that no-one has seen the pirate captain'. There are insufficient marks allocated to the paper to allow for giving credit for quoting the Latin, translating it, and commenting on it. It is sufficient for the candidate to refer to the text in such a way as to provide evidence for a judgement or evaluation.
- (h) The extended response question, worth 20 marks for each author, seeks to elicit knowledge, understanding, analysis and evaluation of a Latin text. While structure and English style are desirable, these are not intrinsic skills to be sampled in a Latin course assessment and candidates should not be penalised on these grounds. Credit should be given, therefore, for an appropriate response to the question irrespective of whether it is structured in continuous prose or as a series of coherent bullet points.

- (i) In the extended response questions for each author, worth 20 marks, credit should be given for any acceptable answer to an evaluation or analysis question, provided that the answer is justified by a valid reason.

- (j)
 - (i) For questions that ask candidates to “Identify...”, candidates must present in brief form/name.
 - (ii) For questions that ask candidates to “Explain...” or ask “In what way...”, candidates must relate cause and effect and/or make relationships between things clear.
 - (iii) For questions that ask candidates to “Analyse”, candidates must identify literary or linguistic techniques and discuss their relationship with the ideas of the lines of the text referred to in the question, or the text as a whole. Literary or linguistic techniques might include word choice, imagery, tone, sentence structure, punctuation, sound techniques, and so on.
 - (iv) For questions that ask candidates to “Evaluate...”, candidates must make a judgement on the effect of the language and/or ideas of the text(s).
 - (v) For questions that ask candidate to “Discuss...” candidates must communicate ideas and information on a subject. It may be possible to debate two sides of the statement.

Detailed marking instructions for each question

SECTION 1: Letters and letter-writing

Question		Expected answer(s)	Max mark	Additional guidance
1.	(a)	<ul style="list-style-type: none"> • Stop being foolish (1) • Put aside longing for city/city life (1) • Accomplish what he set out to do (1) • Apply himself with “determination” (<i>adsiduitate</i>)/“courage” (<i>virtute</i>) (1). <p>Any three of the above</p>	3	
	(b)	<ul style="list-style-type: none"> • “legally required addition/ obligatory appendix/legitimate extra credit” or similar (1) • Praise of Trebatius added to every letter (by Cicero)/every letter contains praise of Trebatius as an added bonus (1) • Apt/witty because Trebatius is a lawyer (1). <p>Any two of the above</p>	2	

Question		Expected answer(s)	Max mark	Additional guidance
	(c)	(i) <ul style="list-style-type: none"> • Medea has been forgiven by the Corinthian women • By going and living abroad, you can achieve great things • In public and private life • By staying at home you may not achieve anything. <p>Bullet point one + any two</p>	3	
		(ii) <p>Appropriate</p> <ul style="list-style-type: none"> • Both Trebatius and Medea are living abroad • Both need forgiveness • Advice is appropriate at this stage in his career/Trebatius needs to make most of opportunities abroad • Any other valid comment. <p>Not appropriate</p> <ul style="list-style-type: none"> • Trebatius chose to live abroad, unlike Medea who is in exile • They need forgiveness for different things (being a foreigner/being homesick) • Trebatius abroad for personal gain rather than great public achievement • Medea's "achievements" are not ones you'd want to imitate • Any other valid comment. 	3	

Question		Expected answer(s)	Max mark	Additional guidance
2.	(a)	<ul style="list-style-type: none"> • The Britons are not protected with armour (possible interpretation of a restoration of the text) (1) • The Britons have a lot of cavalry (1) • The cavalry do not use swords (1) • The Britons (do not mount to) throw javelins (1). <p>Any three of the above</p>	3	
	(b)	<ul style="list-style-type: none"> • Use of diminutive/“little Brits” is patronising/derogatory (or similar) (1) • It’s clearly pointed, as the author has already used the correct term <i>Brittones</i> “Britons” in line 1 (1) • Shows the writer is not impressed by the way the Britons fight (1) • Any other valid comment (1). 	2	<p>Candidates must identify tone with evidence for one mark.</p> <p>Additional mark for developed comment.</p>

Question		Expected answer(s)	Max mark	Additional guidance
3.	(a)	<ul style="list-style-type: none"> • Rhetorical question (sed quae potest ...?) - to highlight <i>homo imbecillus</i> (“a feeble man”) contrasts with <i>valentissima bestia</i> (“very powerful beast”) - showing an unequal contest • Emotive/violent word choice <i>laniatur</i> (“torn to pieces”) / <i>transverberatur</i>, especially with emphatic prefix “<i>trans</i>” (“pierced right through”) - to induce horror/disgust at bloodshed • Repetition/extended chiasmus <i>homo polito ... homo imbecillus, valentissima bestia ... praeclara bestia</i> - to show civilised man’s respect for a noble beast • Repetition of <i>videre</i> (“to see”) <i>videnda ... vidisti ... vidimus ...</i>: - to show it was an empty spectacle; seen it all before • Hendiadys/two words with the same meaning <i>vulgi atque turba</i>: two words with the same meaning to sneer at the common crowd’s pleasures • Contrast/rhyming words <i>admiratio magna ... delectatio nulla</i>: - to emphasise lack of true pleasure • Emotive word choice especially applied to animals <i>valentissima, praeclara, misericordia</i> - to convey respect/pity • Contrast <i>beluae ... humano</i> (“beast” ... “human”) - to imply the beasts are almost human • Any other valid point. <p>Candidates should refer to the text to support their answer. Valid examples/references + valid comment = 2 marks</p> <p>For word choice only, a maximum of 4 marks should be awarded</p>	6	

Question		Expected answer(s)	Max mark	Additional guidance
	(b)	<p>Differences</p> <ul style="list-style-type: none"> • Cicero concerned with quality of entertainment for the masses (eg <i>delectationem nullam</i>) • Cicero concerned with crowds bad taste (“admire for no reason”) • Not so much harmful as boring (“half asleep/seen it all before”) • Seneca concerned with morally damaging effects (<i>tam damnosum bonis moribus</i>) • Being in a crowd dangerous regardless of type of show • Danger greater because it catches one unawares (<i>vitia subrunt</i>) • Dehumanising effect (<i>inhumanior</i>). 	4	Discussion must focus on differences regarding large crowds.
	(c)	<ul style="list-style-type: none"> • “In the morning men are thrown to lions and bears, at midday to their own spectators.”/or similar • Implies the crowd are as bloodthirsty/savage as the animals • Any other valid evaluative comment. 	2	One mark for contrast. Second mark for explanation.

Question		Expected answer(s)	Max mark	Additional guidance
4.	(a)	<p>Evidence of friendship</p> <ul style="list-style-type: none"> • Conversational - opens with a question • Humorous telling off - trusts he will not take offence • Forgives him for dining elsewhere • Confident in pleasure they would have had together. 	2	Two basic points or one developed point for two marks.
	(b)	<p>Purpose:</p> <p>24 - invitation to a birthday party 23 - Pliny's letter is in response to an earlier invitation sent to his friend/complaint at declining invitation</p> <p>Any other valid point(s)</p> <p>Content:</p> <p>23 - Pliny - simple dinner he missed - lavish dinner he preferred - describes food and entertainment - the fun they would have had</p> <p>24 - date of party - anticipates pleasure together - greetings from husband and son</p> <p>Any other valid point(s)</p> <p>Tone:</p> <p>24 - Serious, formal, affectionate 23 - informal, playful, familiar, ironic, joking</p> <p>Any other valid point(s)</p>	6	For full marks candidate must address all three aspects (purpose, content and tone) and refer to both texts.

Question		Expected answer(s)	Max mark	Additional guidance
	(c)	(i) <ul style="list-style-type: none"> Trust a true friend completely As you trust yourself A 'friend' you don't trust is not really a friend. 	2	
		(ii) <p>Candidates must show understanding of Seneca's advice and comment on relevance. They can judge advice relevant or irrelevant so long as they provide reasons/justification.</p> <p>Possible example of advice + comment:</p> <ul style="list-style-type: none"> <i>Judge a potential friend's character before forming friendship</i> (1) Relevant because in age of social media people are too quick to make friends with people they hardly know (1) Irrelevant because modern friendship based on compatibility/personality not moral character(1) 	2	Advice + comment (1) Additional development (1) Comments must refer to today/the modern world.

Question	Expected answer(s)	Max mark	Additional guidance
5.	<p>Candidates need to consider what the letter-writers have revealed about themselves (if anything) through their letters.</p> <p>Candidates need to produce a selection of evidence from across the Prescribed Texts, with a penalty if fewer than three letter-writers have been satisfactorily included in their response.</p> <p>Only one letter writer - 7 marks maximum</p> <p>Only two letter writers - 12 marks maximum</p> <p>3 marks are available for organisation and structure. There should be balance, analysis, and evidence of discussion.</p> <p>Candidates may cover aspects such as:</p> <ul style="list-style-type: none"> • Style • Tone • The persona the letter writer wishes to present to the world • The character traits they expose without meaning to • The extent to which Cicero's 'unedited' letters are more revealing than Pliny's 'polished up' versions and Seneca's 'moral essays'. 	20	

SECTION 2: Ovid and latin love poetry

Question		Expected answer(s)	Max mark	Additional guidance
6.	(a)	<ul style="list-style-type: none"> • He is wasting his youth • He is writing idle poetry • People are jealous of him. <p>Any two of three</p>	2	
	(b)	<ul style="list-style-type: none"> • They follow the tradition of their ancestors • Only certain careers which are expected • Soldier, lawyer, politician • Any other reasonable answer. 	2	One mark max for listing careers as question calls for comment.
	(c)	<ul style="list-style-type: none"> • The achievements of these professions do not last forever • The achievements of writing poetry last forever. 	2	
	(d)	<p>Examples of reference + evaluative comment could include:</p> <ul style="list-style-type: none"> • Poetry outlasts stone and iron (1) which is true as long as the poetry is remembered forever/effective because stone and iron are slow to wear away (1) • The greatness of poetry outweighs the power of kings (1) this is true/effective as the poetry can be remembered and read forever but the king will die/his achievements may be reversed (1) • Uneducated people are impressed with trivial things (1) which is a way of saying what they value is not important/snobbery/elitism/appealed to Roman prejudices (1) • Writing poetry is a service to the god Apollo (1) which is true according to classical belief • He will continue to be of interest to lovers forever (1) which is true as the nature of love has not changed that much (1) • Any other valid reference and comment. 	4	There must be evidence of evaluation for full credit.

Question		Expected answer(s)	Max mark	Additional guidance
7.	(a)	<ul style="list-style-type: none"> • A girl seeks the same age in her lover as a general seeks in a soldier • Both keep watch through the night • Both sleep on the ground • Lover guards his mistress' door as a soldier guards his general's • Both undertake long/hard expeditions. <p>Any three of the above</p>	3	
	(b)	<ul style="list-style-type: none"> • <i>bella</i> here = "beautiful/pretty" not "wars" • Witty because playing with expectations or similar comment • Any other valid comment. 	2	Must be clear that <i>bella</i> = 'beautiful' here.

Question		Expected answer(s)	Max mark	Additional guidance
8.	(a)	<ul style="list-style-type: none"> • He has been faithful (<i>pius</i>) • He has not violated any oaths • He has not falsely sworn by the gods to deceive anyone. <p>(Any 2 from 3)</p>	2	
	(b)	<ul style="list-style-type: none"> • The repetition <i>difficile est ... difficile est</i> - to emphasise the enormity of the challenges • Short sentence <i>una salus haec est</i> - to emphasise there is no other option • Four long syllables in succession <i>pervincendum</i> - prolonged struggle • Placing negative first <i>sive id non pote sive pote</i> to show the negative attitude • Exaggeration <i>ipsa in morte</i> to show the extreme to which he is being driven • Emotive language <i>me miserum</i> - self pity • Direct command/imperative <i>aspicite</i> he is desperate for help from the gods • Any other reasonable answer. <p>Maximum of 3 points for references only</p>	6	
	(c)	<ul style="list-style-type: none"> • Catullus' attitude - disillusioned/ cynical/resigned or similar • Comment - accepts Lesbia can never be faithful • Self-preservation now his only concern • Any other valid point. 	2	Attitude (1) Valid comment (1)

Question		Expected answer(s)	Max mark	Additional guidance
9.	(a)	<ul style="list-style-type: none"> • Enslaved/lost his freedom • Mistress spending all his money/inheritance • Suffering pain • No pleasure night or day • Any other reasonable response. <p>(Any 3 from 5)</p>	3	
	(b)	<ul style="list-style-type: none"> • Tibullus imagines himself as cliff battered by waves • Rather endure the 'storm' than love • Horace - anticipating the 'storms' that lie ahead for Pyrrha's new lover. <p>Any other valid comment</p>	4	
10.	(a)	<ul style="list-style-type: none"> • Ariadne was abandoned by Theseus (1) which is appropriate as Cynthia has been abandoned by Propertius (1) • Andromeda was unfairly sacrificed (1) which is appropriate as Cynthia is suffering unfairly (1) • Andromeda was saved by Perseus (1) which is appropriate as Propertius thinks he is a good lover to her • Bacchantes worshipped Bacchus in a frenzy (1) which is appropriate as Cynthia looks exhausted (1) or Cynthia has been very emotional tonight and is now exhausted. 	4	Candidates must give their opinion.
	(b)	<p>Examples of comments may include:</p> <ul style="list-style-type: none"> • Propertius has been drunk • Propertius clearly finds her very attractive • Propertius is afraid to wake her • Cynthia shouts at Propertius • Cynthia has been miserable • Cynthia does not know where he has been • Cynthia says that this happens a lot • Cynthia cried herself to sleep • Cynthia's privacy invaded • But Propertius incapable. <p>Award 1 mark for each valid explanation to max 4</p>	4	

Question	Expected answer(s)	Max mark	Additional guidance
11.	<p>Examples of comments which could be made about the poems are below:</p> <ul style="list-style-type: none"> • Poem 1.25 (Ovid) <i>me miserum! certas habuit puer ille sagittas</i> Sadness (but it's tongue-in-cheek) • Poem 2.3 (Ovid) <i>lassaque versati corporis ossa dolent</i> Frustration/suffering • Poems 3.25-26 (Ovid) <i>nos quoque per totum pariter cantabimur orbem/iunctaque semper erunt nomina nostra tuis</i> Excitement/anticipation or pride • Poem 4.20 (Ovid) <i>forma papillarumquam fuit opta premi</i> Pleasure or sexual arousal • Poems 5.57-58 (Ovid) "I've a sword and a torch, I'm ready to storm this standoffish/Mansion by frontal assault" Anger • Poem 6.27 (Ovid) "Hands, agents of crime a violence, I disown you!" Regret • Poems 6.52-53 (Ovid) "I watched/The numbness grip her, a shudder ran through her body" Fear • Poems 10.7-8 (Ovid) <i>mortale est, quod quaeris, opus: mihi fama perennis/ quaeritur, in toto semper ut orbe canar</i> Arrogance, Pride or Hope • Poems 12.27-28 (Ovid) "I'll tell your mistress where we met, and how often,/And how many times we did it, <i>and</i> in what ways" Cruelty. 	20	<p>Marks must only be awarded for content which is specifically discussing emotions in individual poems.</p> <p>Effective structure, award up to 3 marks.</p> <p>Award 1 mark for each effective point made about text.</p> <p>Award 1 mark for development of any point which augments argument.</p> <p>IF only one poet is discussed, no more than 7/20 is possible. IF only two poets are discussed, no more than 12/20 is possible.</p>

Question	Expected answer(s)	Max mark	Additional guidance
	<ul style="list-style-type: none"> • Poems 14.19-20 (Catullus) <i>nullum amans vere, sed identidem omnium/illa rumpens</i> Bitterness • Poem 15.17 (Catullus) “A subtle flame spreads through my limbs” Love • Poems 17.12-13 (Catullus) “Such actions as yours excite/Increased violence of love,/Lesbia, but with friendless intention” Disappointment/disillusionment • Poem 19.2 (Catullus) <i>nescio, sed fieri sentio et excrucior</i> Confusion/pain • Poem 22.23 (Propertius) “And now I joyed to arrange your straying locks” Playful admiration/drunkenness • Poem 27.2-4 (Tibullus) “Slavery unrelieved, and chains:/Love never eases his victims bonds” Resignation • Poem 29.4 (Horace) “my simmering liver swells with crotchety bile” Jealousy • Poem 32.24-25 (Horace) “but Lyce shall be long/preserved, an aged crow” Vindictiveness/cruelty/bitterness. 		

[END OF MARKING INSTRUCTIONS]



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- (c) If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (d) Candidates should be given credit for high quality of translation and use of appropriate style and structure. Synonyms and alternative translation of phrases to those shown in the marking instructions should be accepted provided the translation of essential ideas/full blocks is appropriate.
- (e) **Each block is worth 2 marks maximum**
 - (i) 2 marks are awarded for the block (including the essential idea) being correctly translated or almost correctly translated.
 - (ii) To be awarded 2 marks for correct translation of the block, candidates will be expected to translate all the words in the block and show recognition of the overall structure and meaning of the block. However, 2 marks may also be awarded if a minor error occurs, such as an error of tense or syntax which does not detract from an accurate understanding of the full meaning of the block.
 - (iii) One mark is awarded for translating the essential idea of the block correctly. The essential ideas, for which 1 mark should be awarded, are shown below, together with acceptable correct translations of each block which would be awarded two marks.
 - (iv) No marks are awarded for the block if the essential idea is not translated correctly.

Detailed marking instructions for each block

Block	Correct translation	Max mark	Essential idea	Part mark
1	<i>hostium ... augebantur</i> the forces of the enemy were being constantly increased by reinforcements sent up by the king	2	enemy being reinforced	1
2	<i>nostros ... deficiebant</i> strength was failing our men through weariness	2	Roman strength failing	1
3	<i>simul ... excedere + poterant</i> at the same time those who had received wounds could neither leave the battle-line	2	the wounded being unable to leave (accept 'a wound' if all else correct)	1
4	<i>neque ... referri</i> nor be carried back to a safe place	2	(wounded) unable to reach safety	1
5	<i>quod tota ... tenebantur</i> because the whole battle-line was being pinned down	2	battle-line being pinned down	1
6	<i>equitatu ... circumdata</i> having been surrounded by the cavalry of the enemy.	2	Romans being surrounded (accept participle as main verb so long as sequence preserved: surrounded and pinned down =2 pinned down and surrounded = 1)	1
7	<i>Curio + proximos colles capere universos suos + iubet</i> Curio ordered all his men to occupy the nearest hills	2	Curio giving an order to occupy hills/hill	1
8	<i>ubi perterritis ... intellegit</i> when he realised that, as all were terrified, neither his encouragements nor his prayers were being heard	2	either encouragements or prayers unheard	1

Block	Correct translation	Max mark	Essential idea	Part mark
9	<i>atque ... inferri</i> and the battle standards to be carried there	2	standards being carried (accept active if all else correct accept 'the standard' if all else correct 'a standard' = 0)	1
10	<i>tum vero ... perveniunt</i> then indeed our men came to the greatest desperation	2	Romans despairing	1
11	<i>et partim ... interficiuntur</i> and some were killed by the cavalry as they fled	2	some being killed ('fled from the cavalry' = 1)	1
12	<i>partim ... procumbunt.</i> while others lay down unharmed.	2	others laying down	1
13	<i>hortatur ... equitum + ut fuga ... petat</i> Gnaeus Domitius, commander of the cavalrymen, encouraged Curio to seek safety through flight	2	Curio being encouraged to flee	1
14	<i>cum ... circum sistens</i> surrounding (Curio) with a few cavalrymen	2	Curio being surrounded ('surrounding' needs an object for 2)	1
15	<i>atque ... contendat</i> and to hurry into the camp	2	Curio encouraged to hurry ('to the camp' = 2)	1
16	<i>et se ... pollicetur</i> and he promised that he would not depart from him	2	Domitius not departing ('from that place' = 2)	1
17	<i>at Curio numquam se + in eius ... confirmat</i> but Curio declared that he would never return to Caesar's sight	2	Curio not returning	1

Block	Correct translation	Max mark	Essential idea	Part mark
18	<i>amisso ... acceperit</i> having lost the army he had accepted from Caesar in trust	2	Curio losing the army	1
19	<i>atque ita ... interficitur</i> and thus he was killed while fighting	2	Curio being killed ('in battle' = 1)	1
20	<i>equites ... recipiunt</i> very few cavalrymen escaped from the battle	2	few cavalrymen escaping	1
21	<i>sed ei ... agmen + substiterunt</i> but those who had stopped at the very back of the column	2	those at the back	1
22	<i>equorum ... causa</i> in order to refresh their horses	2	refreshing horses	1
23	<i>fuga ... animadversa</i> having noticed from far away the flight of the entire army	2	noticing the army's flight	1
24	<i>sese ... conferunt</i> retreated safely back to the camp	2	returning safe	1
25	<i>milites ... interficiuntur</i> the foot soldiers were all killed to a man.	2	all foot soldiers killed ('every single soldier was killed' = 2)	1

[END OF MARKING INSTRUCTIONS]