

Examiners' report

GCSE

LATIN

OCR Level 1/Level 2 GCSE (9-1) in Latin

J282

For first teaching in 2016

J282/06 Summer 2025 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 responses 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 [Teach Cambridge](#).

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Paper 6 series overview

Paper 6 (Latin Literature and Culture) is designed to develop candidates' knowledge and understanding of Roman civilisation and culture through the study of ancient literature and other ancient source material. For this paper, candidates were expected to have studied the material in the Prescribed Sources Booklet relating to two topic areas: 'Entertainment' and 'Myths and Beliefs'.

Questions required candidates to demonstrate knowledge and understanding of these materials, whether reproduced in the examination insert or not, and to make use of the unseen resources provided in the examination insert; candidates were also free to include, where appropriate, relevant reference to sources encountered in their own study.

Candidates responded extremely well to this year's paper and most scripts contained confident answers indicative of good preparation. Very few candidates left questions unanswered.

Candidates were able to perform extremely well if they had a good knowledge of the sources in the Prescribed Sources Booklet, their context and their implications. Candidates need to draw on this knowledge from memory in the examination, because when a question requires examples from sources other than those in the examination insert, candidates are advised to select these from the Prescribed Sources Booklet rather than relying on generalised ideas. Of course, a wider interest is always desirable and commendable – as long as it is focused and evidence-based. Candidates should remember to draw on sources in the examination insert, too, as additional evidence for the longer responses, especially when invited to do so by the question.

It may help candidates to be aware that there are three types of questions:

1. Factual questions which require knowledge and understanding ancient sources (which may include literature): AO2 (questions 1, 2, 3, 5, 6, 9, 11 and 12 in the Question Paper).
2. Interpretative questions which require candidates to analyse, evaluate and respond to ancient sources (which may include literature): AO3 (questions 4, 8 and 10 in the Question Paper).
3. Questions which require a mixture of factual knowledge of sources (AO2) and analysis of sources (AO3): questions 7 and 13 in the Question Paper.

New mark scheme guidance for extended response questions:

The 2025 mark scheme includes expanded guidance to help examiners apply the levels of response grids used in the assessment of longer answers. The guidance points to the typical expectations for the number of strong points likely to indicate a particular level, and what constitutes a strong point. It may help centres to note the following:

A 'strong' point will always include precise evidence from a source or demonstration of detailed knowledge, combined with a fully developed argument which answers the question.

- For the top level in a 6 mark question, candidates should aim to make three strong points.
- For the top level in an 8 mark question, candidates should aim to make four strong points.
- For the top level in a 12 mark question, candidates should aim to make five strong points.

Candidates and teachers should assume that discussion of the limitations of sources is not required unless the wording of a question specifically invites it. Sometimes candidates seem to be forcing discussion of limitation or bias into responses regardless of whether it has relevance to the question, which can have the unintended result of affecting an answer adversely.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• had a good overall knowledge of the two topic areas and their separate contexts • had a thorough, factual knowledge and detailed recall of the prescribed sources • made precise reference to sources in their responses, as required by the question • read the questions and answered the terms of the questions precisely • demonstrated understanding of the sources in a variety of contexts • selected and evaluated evidence relevant to specific questions and drew reasonable, informed conclusions • backed up points with detailed source reference or quotation from literature.	• had a rather vague knowledge and partial recall of the prescribed sources • referred to sources only in a very general way in their responses, if at all • reproduced learned information about sources rather than tailoring their knowledge to the question • reproduced learned responses rather than responding to a particular question • occasionally struggled to comment relevantly on sources or misunderstood their context • evaluated the limitations of sources when this was not required by the question.

Question 1

1 Read **Source A**.

What were the benefits of being a charioteer in ancient Rome? Make **two** points, using **Source A** and other sources you have studied.

- 1
-
-
- 2
-
-

[2]

Source A reproduced an inscription from the Prescribed Sources Booklet. Candidates generally answered this question confidently, with popular answers referencing the chance for celebrity, money or freedom, and the mark scheme provided a wide variety of correct choices. Reference to an additional source was not required. Candidates should take care not to repeat the content of their answers using different words.

Question 2

2 How was a chariot race an exciting experience for the crowd to watch?

Make **three** points.

- 1
-
-
- 2
-
-
- 3
-
-

[3]

Candidates demonstrated good knowledge of chariot racing and gave a wide variety of interesting responses, such as the thrill and danger of the tight turns around the *metae*. Candidates lost marks by not answering the question precisely. The key words in the question are **chariot race** and **watch**. Examiners did not, therefore, credit answers which referred to the general experience of being at the races, as opposed the precise experience of watching a chariot race.

Question 3

3 For what **other** reasons would the Romans go to the races?

Make **two** points.

1

.....

.....

2

.....

.....

[2]

This question was designed to give candidates the opportunity to comment on the experience of being at the races more widely. The wording of the question – **other** reasons – should have helped candidates to avoid repeating answers from Question 2. Examiners looked for ideas including socialising, enjoying the atmosphere, flirting, and seeing the Emperor, but also credited references to the race itself, provided that candidates had not used them already in Question 2.

Question 4

4 Read **Source B**.

How does Ovid show his interest in the girl?

You should use words and phrases from **Source B** and comment on **Ovid's use of language**.

.....

.....

.....

.....

..... [6]

As last year, candidates responded extremely well to this literature-based question. The text was familiar as it is an extract from a longer passage in the Prescribed Sources Booklet.

Candidates generally understood well which words and phrases indicated Ovid's interest in the girl, and many used focused quotation to support their points. Candidates should generally avoid one-word, incomplete or fragmentary quotations which do not support or fully match their answers.

Some candidates mistakenly described Ovid's projection of himself as a charioteer as a metaphor, whereas a good metaphor to highlight Ovid's interest was the quotation 'feast our eyes'.

Examiners accepted both analysis of the content of the words and discussion of the style of writing. Centres should note that to achieve the top level, candidates should make at least one point referring to use of language (see Assessment for Learning box and candidate exemplar, below) and aim to make three strong points in total as per the new guidance in the mark scheme. A strong point will always combine a content or style point with an appropriate quotation.

Please note: this question did not require knowledge of the limitations of the sources used as evidence.

Assessment for learning



It is common for a question to be based on a literary extract and ask candidates how the author uses language for a particular effect.

This question type is similar to the 4 mark questions all candidates meet in either the Prose or Verse Literature component. Here, the extract from literature is in English, not Latin. However, the essential requirements are the same. A candidate must argue how the author creates a particular effect **and** support that argument with a precise quotation which demonstrates this language use.

This combination of argument and quotation makes a strong point, and a candidate should typically aim to make three of these in order to score in the top level in a 6 mark question.

A candidate may make points either about the content of the language or about the style of the language, but for the top level at least one point should refer to 'style', *i.e.* a more precise discussion of use of language. Good style points do not have to use a technical name for literary devices; they can describe them or use simple terms. Here are some that Ovid uses: (rhetorical) questions, exclamations, direct address, repetition, listing, orders (imperatives). Candidates may also mention figurative language such as simile or metaphor.

Candidates should not mention punctuation in their responses. Punctuation is not a use of language and does not make a style point. Of course, punctuation may *lead* the candidate to the use of language. If there are lots of exclamation marks, the language is probably exclamatory or the author uses exclamations. If there are question marks, there is probably a rhetorical question. If there are lots of commas, there is probably a use of listing.

Exemplar 1

Firstly, he shows his interest by using exclamations, such as "O lucky horse rider, whoever it is you support!" which adds a more emotional tone and shows the extent of his investment and therefore interest in the girl. He also uses the repetition of "if only" to highlight how much he wants her attention, which would be surprising to a Roman audience as a charioteer had a very dangerous job, emphasising the lengths he would go to. He also uses the possessive pronoun "my" to declare his ownership of her favour in his eyes, singling her out and therefore communicating his interest. Furthermore, he adds side information such as "(though I hope that the one you support will win)" to emphasise his ~~interest~~ consideration for her feelings and how she is constantly in his thoughts, showing his interest.

In Exemplar 1, the candidate makes two strong 'style' points supported by precise quotation and argument, by referencing Ovid's use of exclamation to create an emotional tone and sense of investment, and his use of repetition to convey the lengths he would go to gain the girl's attention. They also cite and analyse language very precisely in the analysis of the word 'my' – although quotations of more than one word are generally safer. Finally, the candidate makes a strong 'content' point with the discussion of how Ovid aligns himself with the girl's thoughts and feelings and quotes appropriately. These four points are efficiently delivered: responses do not have to be long. The response seems to follow the Point-Evidence-Explanation model, which works well here for full marks.

Question 5

5 Study **Source C**.

How was a triclinium laid out to encourage socialising at dinner?

Make **three** points.

1

.....

.....

2

.....

.....

3

.....

.....

[3]

Source C was an unseen source from a wall-painting in Pompeii, depicting a banqueting scene. The question invited the candidates to use the picture as a stimulus to make three points about a typical Roman dining room.

Candidates performed best if they took note of the specific terms of the question. Key words are **laid out** and **socialising**. Acceptable answers included reference to the layout of the couches in a 'U' shape or similar, their proximity or how they faced each other, the number of guests on the couches, and the seating plan: all clearly linked to socialising. Examiners also accepted reference to the central space, if it was linked to socialising.

Responses which described other aspects of the triclinium such as its decoration, or of the dining experience, such as slaves or entertainment, did not receive credit as they did not answer with reference to the layout. There was a common misconception that the couches were different heights.

Candidates should take care not to repeat themselves in different words.

Read the question!

It's useful here to point out how even knowledgeable candidates can miss out on marks by not answering the terms of the question precisely.

Examiners came across many examples of factually correct points in Question 2 and Question 5, which could not gain credit because they didn't answer the specific question set.

Candidates should look out for **key words** in the question:

- In Question 2 they were **watch** and **chariot race**.
- In Question 5 they were **laid out** and **socialising**.

Question 6

6 Winter dining rooms often faced west. Why do you think this was the case?

.....
 [1]

This question was looking for one of two possible answers: that the setting sun would make a winter dining room either lighter or warmer. Occasionally candidates drew the wrong inference, such as that guests could enjoy watching the sunset. Some candidates did not know that the sun sets in the west and some made inventive but incorrect comments about being sheltered from the cold wind.

Question 7*

7* Study **Source C**.

‘A person from the modern day would definitely enjoy a Roman dinner party.’

How far do you agree with this statement?

You should use **Source C and** include details from other sources you have studied.

[8]

Most candidates displayed a good understanding of the similarities and dissimilarities between a Roman and modern-day dinner party, which might lead to a modern guest enjoying some aspects but not enjoying others. Common enjoyable aspects were the socialising and wine-drinking visible in Source C, as well as lavish food, presents and entertainment. Candidates also noticed the negative aspects of these, such as lying down to eat, over-indulgence and finding entertainment shocking. Candidates wrote sensitively about the negative aspects of ostentatious display and the cultural difference indicated by the presence of slaves.

Many candidates organised their answers coherently with a clear line of reasoning. For the top level, examiners typically looked for at least four strong points, as per the new guidance in the mark scheme. A strong point must contain specific evidence from a source (AO2) and developed analysis which answers the question precisely (AO3). The best answers organised these points into clearly differentiated paragraphs.

Candidates needed to refer to Source C specifically, as well as at least one other source. The most popular relevant source was the long extract from Petronius' Satyricon in the Prescribed Sources Booklet, but examiners credited focused reference to other literary accounts of dinner parties provided by Martial, Juvenal, Pliny and Catullus (ingeniously imported from one of the Verse Literature papers!). Candidates could also provide archaeological evidence, such as the villas at Oplontis. Source evidence should be detailed; for example, candidates should give specific information about the content of the stories at Trimalchio's dinner, as opposed to mentioning generic 'storytelling', or mention specific food the Romans served such as garum or dormice rolled in honey, not just mentioning 'different tastes in food'. Candidates were free to agree to whatever extent they wished.

Please note: this question did not require knowledge of the limitations of the sources used as evidence.

Question 8

8 Study **Source D**.

How did the Romans show their devotion to the gods?

You should use **Source D and** other sources you have studied.

.....

.....

.....

.....

.....

..... [6]

Successful candidates again fulfilled the terms and requirements of the question. This meant explaining how Romans showed devotion to the gods using focused details from sources to support each point. Top level responses provided at least three strong points combining these two elements. Candidates could make many points using Source D and at least one point from any other source.

Candidates found this task more challenging than expected. Sometimes references lacked detail, perhaps because Source D was an unseen source. For example, it is not enough to refer to 'sacrifice' in a generalised way. Examiners expected candidates to use the information provided in more detail and refer specifically to the number and type of animals sacrificed and how expensive and prized they were, or how they were decorated. Other available details were the presence of the priest (not every male with a veiled head is the Emperor), the altar, and the number of people present.

Popular additional source material was the 'gilt bronze head of Minerva', 'the Temple of Jupiter, Pompeii' and 'the Emperor Marcus Aurelius makes a sacrifice' – all from the Prescribed Sources Booklet. Remember that each point made needs to refer back to the question and explain how that source detail shows devotion.

Please note: this question did not require knowledge of the limitations of the sources used as evidence.

The following exemplar provides more information on levels of response to this question.

Exemplar 2

Firstly, sacrificing animals, as we can see in Source D, would be an offering for the gods for them to listen to the human's prayers and answer them. They would also show devotion to their gods by building temples such as the temple of Jupiter at the head of the forum in Pompeii. They placed it here to show importance to Jupiter, showing their devotion. Finally, we know Romans placed great importance on their household gods. Such as Aeneas rescuing his from Troy, as we see in Virgil's Aeneid Book 1, and Trimalchio parading his household gods for the whole dinner party to see. These sources show how Romans place great value on gods, even simple ones from their home, as they believe it is something to be proud of and show off, but also rescue from a collapsing city and bring them with you.

This candidate begins their response by referencing Source D. 'Sacrificing animals' is a single correct point, but the candidate does not provide any detail from the Source itself to support the observation, such as the number or type of animals or how they are decorated.

Other points were available, such as the ritual of the sacrifice with the priest and the altar depicted, or the number of people present at the sacrifice. Therefore the candidate does not make any 'strong' points in regard to Source D.

The discussion of the Temple of Jupiter is just admissible as a 'strong' point because of the detail of its being placed 'at the head of the forum' and why it is placed there.

Reference to the household gods is a thoughtful and less commonly expressed idea of how the Romans showed their devotion to the gods, and two disparate sources, the *Aeneid* and *Satyricon*, are convincingly mentioned with enough detail to support this observation.

With two strong points and one less developed one, this response achieved a ceiling mark of 4 out of 6 marks. A more detailed reference to and discussion of the source in the examination insert would have meant that this answer reached the top level.

Question 9

9 What would the Romans use the liver of the animal for after a sacrifice?

..... [1]

Many candidates had no knowledge of the Roman practice of haruspicy, using animal organs to look for signs or omens for guidance about future events. A very common misconception was that the Romans 'ate it'.

Question 10

10 Read **Source E**.

How does Livy show that Aeneas is a good leader?

Make **three** points and use **Source E** to support your answer.

- 1
-
-
- 2
-
-
- 3
-
-

[3]

There were many correct answers available for this question, as almost every line in Source E (taken from the Prescribed Sources Booklet), provides evidence of a leadership quality. Therefore, many candidates scored full marks on this question. The marks available for the question (3) indicate that candidates only need to make a simple comment, and that no supporting quotation or extensive analysis is required. However, candidates needed to supply something more than just restating what Livy says, either by bringing out what the leadership quality is, or explaining how a remark shows leadership. For example, it is not enough to say, 'men call him ... the local Jove'. Candidates would need to say that comparing Aeneas to the king of the gods shows how strong a leader he is, or that he has more than human qualities. Again, candidates should take care not to repeat themselves using different words.

Question 11

11 Study **Source F**.

Why might a Roman be buried in a burial area instead of in a tomb?

..... [1]

Examiners looked for the idea that a communal burial area was less expensive than a tomb, and did not accept other suggestions such as the *columbarium* being used after cremation or to be buried with family.

Question 12

12 What did the Romans believe might stop a dead soul from being able to cross into the Underworld?

Make **two** points.

1

.....

2

.....

[2]

Candidates found this question accessible, and most referred to not being buried properly and not being buried with a coin for Charon. Very occasionally candidates wrongly assumed the question referred to physical barriers, such as the river Styx or Cerberus.

Question 13*

13* 'Remembering the dead was very important to the Romans.'

Using sources you have studied, explain how far you agree with this statement.

In your answer:

- you should include references to a range of ancient sources;
- you may make limited use of the sources in the Insert;
- you may wish to include references to both artwork and literature as well as ancient monuments.

[12]

Many candidates had very good ideas here and expressed themselves well. Candidates showed impressive recall of a wide range of relevant sources and used them to make relevant arguments.

As with the 6 and 8 mark questions, the 12 mark question expects an extended response from candidates. The response should contain a series of well-argued points explaining why remembering the dead was or was not very important to the Romans. Each point needs to be supported by an accurate and well-understood reference to a source. Top level responses would typically contain around five such strong points. Available source material in the question paper was Source A (the inscription), Source E (about Aeneas) and Source F (the columbarium). Available source material in the Prescribed Sources Booklet were any of the inscriptions (including those in the Roman Britain and Entertainment sections), the pictures of tombs, Pompeii, the description of the Parentalia festival from Ovid's *Fasti*, and the extracts from Virgil's *Aeneid*. Examiners were pleased to see other detailed general knowledge, for example reference to other festivals such as the Lemuria, or other precise archaeological source evidence provided by tombs, such as the tomb of the baker, Marcus Vergilius Eurysaces, outside Rome.

There were, however, many candidates who did not offer convincing source evidence, even where so much was available. Candidates should ask themselves, 'Have I provided firm evidence for the point I am making, either with a specific source or by showing detailed knowledge?' No evidence for an argument will only ever be a weak point, and a range of these cannot score higher than 6/12. An example is provided in Exemplar 3, below.

Some candidates mis-answered by giving pre-prepared answers to different essays. These included surveys of Roman burial customs, or Roman beliefs about the underworld. Some of that knowledge may be relevant, but must be used to answer the specific question about how important **remembering** the dead was. Again, candidates will benefit by thinking about **key words**.

Some candidates tried to force a counter-argument by drawing on and importing any other knowledge relating to this year's set topics, for example arguing that chariot racing was also important or worship of the gods was clearly more important. These efforts did not receive credit as they did not produce arguments which were relevant to the question.

Candidates were free to agree to whatever extent they wished.

Please note: this question did not require knowledge of the limitations of the sources used as evidence.

Exemplar 3

I agree with this statement for many reasons. Firstly, the Romans place inscriptions outside the tombs of the dead which like in the Prescribed Source of the tombstone displayed many details about the person buried there. They often had a scene picturing the person on the stone too to show what the person was like. The stones also listed any achievements of the person to make their successes eternal so that they can forever be remembered. This shows that remembering the dead is important to the Romans because of the effort they made to make the dead members of their family known for their achievements and all of the good they brought to the world.

Exemplar 3 is the opening paragraph of an essay which scored 5 marks out of 12. The first paragraph makes a really strong argument that inscriptions and pictures on tombs provide strong evidence that remembering the dead was important to the Romans. The candidate seems to have many precise sources in mind and even mentions 'the Prescribed Source of the tombstone'.

However, the candidate does not give any detail of content on this tombstone or any other, and so the references to sources are too vague even to make a source identifiable. The candidate could have mentioned in detail the inscription from the tombstone of a charioteer in the examination insert, and quoted from it, to have achieved a 'strong' point.

Leave plenty of time

Sometimes candidates clearly run out of time to do themselves justice in this extended response. A good tip is to aim to answer the lower-tariff comprehension questions concisely (and within the provided answer space) in order to leave sufficient time for the essay.

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