AP Latin
Scoring Guidelines

AP® LATIN
2017 SCORING GUIDELINES

Question 1

One point is awarded for every correctly translated segment. Student must correctly translate all words in a given segment to receive credit for that segment.

1. **rex:** king, ruler, sovereign, prince, chief(tan), lord, commander
    Aeneas: Aeneas

2. **erat:** was
    nobis: to/for us; of us (i.e., "the king of us was Aeneas")

(Segments 1 and 2 can be translated idiomatically: "we had a king," "our king was Aeneas")

3. **quo:** than whom/which

4. **alter:** other, another person, anyone else, a second, (with *nec*) no one (else) [must be nominative]
    nec . . . nec: neither . . . nor; (with *alter*) no one (else)/not anyone (else) . . . nor/and not
    fuit: was, has been

5. **iustior:** more just, righteous, fair, equitable, justified, proper, correct [must be nominative and comparative]
    pietate: in/with/by/at/from/because of piety, dutifulness, sense of duty, respect (for duties, etc.), loyalty, devotion

6. **maior:** greater, bigger, larger, more impressive, more powerful, better [must be nominative AND comparative]

7. **bello:** in/with/by/at/from/because of war, warfare, fighting, battle, military service/exploits (etc.)
    et: and
    armis: in/with/by/at/from/because of arms, weapons, armor, military implements (etc.), military service/exploits (etc.)

8. **si:** if
    fata: (the) fate(s), decrees (of the gods, fate, etc.), destiny, lot(s), doom [must be nominative]
    si: if

9. **servant:** watch over, guard, protect, mind, look after, look out for, keep (safe, etc.), save, conserve, preserve, maintain, retain, reserve (also acceptable: are watching over, etc.; do watch over, etc.)

10. **quem:** who, whom, which, this, that
    virum: man, male (person) [must be accusative]

11. **vescitur:** he (Aeneas) feeds upon, devours, consumes, eats; make uses of, uses (also acceptable: he is feeding upon, etc.; he does feed upon, etc.)
    aura: breeze, air, puff (of wind, air, etc.), wind, breath
    aetheria: of the (upper) air/sky/heavens, heavenly, etherial, heaven-sent, divine; of the world of the living, of day (*aura aetheria* may be translated as "the air above" or "the upper air")

12. **neque:** and not, nor
    adhuc: yet, already, at present (time), at this time, so far, by now, still, to this point [must be temporal]

13.   **occubat:** he (Aeneas) lies (dead) (also acceptable: he is lying dead, etc.; he does lie dead, etc.)

14.   **crudelibus:** cruel, fierce, ruthless, merciless, relentless, savage, inhuman(e), painful, grievous, grim, vehement
       umbris: in/with/among shadow(s), shade(s), darkness, ghosts, the Underworld, the world of the dead, phantoms

15.   **non:** not
       metus: fear, alarm, apprehension, anxiety, dread

(Segment 15 can be translated idiomatically: "we have no fear," "[there is] no fear [for us]")

1. Rex Aeneas				
2. erat nobis				
3. quo				
4. alter nec fuit, nec				
5. iustior pietate				
6. maior				
7. bello et armis				
8. si fata, si				
9. servant				
10. Quem virum				
11. vescitur aura aetheria				
12. neque adhuc				
13. occubat				
14. crudelibus umbris				
15. non metus				

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Question 2

One point is awarded for every correctly translated segment. Student must correctly translate all words in a given segment to receive credit for that segment.

1.   **consilio:** plan, deliberation, advice, suggestion, consultation, decision, resolution, measure, intention, purpose, policy, scheme, strategy, choice, judgment, counsel
     eius: his, of him, of this/that (man, etc.)
     probato: (having been) approved, accepted, commended, agreed, ratified, regarded, considered good/right/correct, certified, assented, authorized, sanctioned

[ablatives absolute may be rendered as subordinate clauses; however, the tense, voice, and number of the participle must be rendered accurately]

2.   **Caesar:** Caesar [must be nominative]
     etsi: even if, although, also if, and if, even though

3.   **opinione:** by/with/in/from expectation, opinion, belief, thought [must be ablative]
     trium: three
     legionum: of legions, armies [must be genitive]
     deiectus: (having been) dejected, disappointed, discouraged, thrown (down), tossed (down), cast (down), dismayed, made/caused to fall, brought down, knocked down, lowered, dropped (down), reduced, dislodged, removed, forced to withdraw

4.   **ad:** to, toward
     duas: two
     redierat: he (Caesar) had returned, gone back, come back, moved back, reverted, (been) reduced, settled (for) [must be pluperfect]

5.   **ponebat:** (he/Caesar) was putting, placing, positioning, setting, basing (also acceptable are: [he/Caesar] put, positioned, etc.; [he/Caesar] used to put, position, etc.)

6.   **tamen:** nevertheless, nonetheless, but, however, still, yet, regardless, all the same, just the same
     unum: one, single, alone, only, unique, solitary, sole [must modify *auxilium*]
     auxilium: help, aid, assistance, protection, resource, defense, support, remedy, auxiliary (force), reinforcement [must be accusative]

7.   **communis:** common, shared, communal, joint, general, universal, belonging to all, belonging to the whole group/community
     salutis: of/for safety, salvation, health, survival, security, deliverance [must be genitive]

8.   **in:** in, on
     celeritate: speed, quickness, haste, celerity, rapidity, swiftness, nimbleness, hurry, speediness

9.   **venit:** he (Caesar) comes, arrives, goes, approaches; he (Caesar) came, arrived, etc.; he (Caesar) has come, arrived, etc.

10. **magnis:** big, great, large, huge, forced, fast, accelerated
     itineribus: with/by/in/on/from march(es), journey(s), trip(s), course(s), route(s)

11. **in:** into, onto, to, toward, at
     Nerviorum: of (the) Nervii, Nervian
     fines: territory (territories), boundary (boundaries), border(s), frontier(s), domain(s), region(s), limit(s), end(s), land(s)

12. **ibi:** there, in that place, then, at that time
     cognoscit: he (Caesar) discovers, finds out, knows, gets to/comes to know, learns, is/becomes aware, discerns, detects, understands, recognizes, realizes [may be rendered as historical present]

13. **ex:** from, out of
     captivis: prisoners, captives, hostages

14. **quae:** what, which (things)
     apud: at (the camp of, etc.), with, around, near, in (the vicinity of, etc.), before, about, among
     Ciceronem: Cicero
     gerantur: is/are (being) done, carried out, transacted, conducted, waged, performed, going on, happening [may be rendered as historical present and/or with an English subjunctive modal (e.g., "may be done," "might be done")]

15. **-que:** and
     quanto: how much, how great, how large, of what size [must modify *periculo*]
     in: in
     periculo: danger, peril, risk, liability, harm
     res: thing, matter, affair, situation, circumstance(s)
     sit: is [may be rendered as historical present and/or with an English subjunctive modal (e.g., "may be," "might be")]

1. consilio eius probato				
2. Caesar etsi				
3. opinione trium legionum deiectus				
4. ad duas redierat				
5. ponebat				
6. tamen unum auxilium				
7. communis salutis				
8. in celeritate				
9. Venit				
10. magnis itineribus				
11. in Nerviorum fines				
12. Ibi cognoscit				
13. ex captivis				
14. quae apud Ciceronem gerantur				
15. quantoque in periculo res sit				

Question 3

	Development of Argument/Analysis	Use of Latin	Inferences & Conclusions	Contextual Knowledge
5 **Strong**	The student develops a **strong** essay about Aeneas's reactions to seeing both Helen and Dido and **consistently aligns it to Latin evidence**. Occasional errors need not weaken the overall impression of the essay.	The student **uses copious examples of accurate**, specific, and relevant **Latin**, properly cited, drawn **from throughout both passages**.	The student **consistently uses inferences and draws conclusions** that accurately reflect the Latin and support the analysis.	The student is able to **use specific contextual references** consistently in order to support the analysis.
4 **Good**	The student develops a **good** essay about Aeneas's reactions to seeing both Helen and Dido, **providing main ideas and some supporting details**. Although the **analysis may not be nuanced**, it is based on a sound understanding of the Latin.	The student **uses examples of Latin that are generally accurate**, specific, and relevant, properly cited; **while they are not plentiful, they are drawn from throughout both passages**.	The student uses some inferences and draws some conclusions that accurately reflect the Latin and support the analysis. The student **may rely on what is stated or may make inaccurate inferences**.	The student is able to **use some specific contextual references** that support the analysis.
3 **Average**	The student develops an **adequate** essay about Aeneas's reactions to seeing both Helen and Dido. The **answer reflects some understanding of the passages**; OR the essay **may be strong for one passage but weak for the other**. Analysis **(1)** may not be well developed, **(2)** may rely on main ideas but few supporting details, or **(3)** it may be summary more than analysis.	The student **may have few accurate Latin citations**; they may not be linked to the analysis, or fail to support it.	The student **may display only limited understanding** of implied information.	The student **may sometimes misunderstand contextual references** or fail to connect them effectively to the analysis.

Question 3 (continued)

	Development of Argument/Analysis	Use of Latin	Inferences & Conclusions	Contextual Knowledge
2 **Weak**	The student **recognizes the passage(s), but presents only a weak essay**. It may be confusing and lack organization, or may rely on summary. It addresses **(1)** only portions of each passage, or **(2)** addresses one passage well, but the other not at all.	The student **provides little Latin support**, taken out of context or misunderstood; or **may use no Latin**.	The student **may make incorrect assumptions** or make inferences and conclusions based on the passages only rarely.	The student **may show no understanding or a thorough misunderstanding of context**; references to context, if any, are irrelevant.
1 **Poor**	The student **understands the question but offers no meaningful analysis**. Although the student may not recognize the passages, the response **contains some correct, relevant information**.	The student **cites no Latin, or only individual Latin words**, and exhibits either no understanding of the Latin in context, or a complete misunderstanding.	The student does not make inferences and conclusions based on the passages.	The student **shows no understanding or thorough misunderstanding of context** and provides no meaningful discussion of context or contextual references.
0 **Unacceptable**	The student offers a **response that is totally irrelevant, totally incorrect, or restates the question**.	The student **demonstrates no understanding of Latin in context**.	The student **does not make inferences** and conclusions based on the passages.	The student **shows no understanding or a thorough misunderstanding of context** and provides no meaningful discussion of context or contextual references.

Question 4

8 points total

Subquestion 1 (1 point):
Anchises
father of Aeneas

Subquestion 2 (2 points):
pietas: piety, duty, loyalty, devotion, dutifulness, dutiful conduct
(prisca) fides: (ancient/early/former) faithfulness, trust, belief, loyalty, faith, honesty
invicta (bello) (dextera): (right hand) unconquered/invincible/victorious (in war)

Subquestion 3 (1 point):
pluperfect subjunctive

Subquestion 4 (1 point):

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 –   ᴜ ᴜ |–  –|–   –  | –    ᴜ ᴜ |– ᴜ ᴜ |–  x
Obvius armato, seu cum pedes iret in hostem
   D      S      S       D        D     S (X)
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The line must be completely correct in its scansion. Copying of the Latin need not be perfect. The final foot may be rendered as a spondee or as a long-short, as X, or as a long-anceps.

The student may put long and short marks over the Latin syllables or write out the names of each metrical unit. If the student offers both styles of scansion and they do not match, the better version will count.

Subquestion 5a (1 point):
[O] to be pitied/pitiable/pitiful/unhappy/sad/wretched/miserable/unfortunate/poor boy, child

Subquestion 5b (1 point):
vocative

Subquestion 6 (1 point):
funeral
death ceremony
burial ceremony

Question 5

7 points total

Subquestion 1 (1 point):
He (Caesar) remembered, was remembering, held/had in mind/memory (-ies), did remember; he (Caesar) recollected/recalled [must represent the imperfect tense]

Subquestion 2 (1 point):
defeat, being conquered, surrendering, losing the conflict/battle, being taken prisoner

Subquestion 3a (1 point):
opportunity/chance/capability/power/authority/permission/license/possibility/means/ability/resources/faculty/skill/facility (having been) given

[ablatives absolute may be rendered as subordinate clauses; however, the tense, voice, and number of the participle must be rendered accurately]

Subquestion 3b (1 point):
ablative absolute

Subquestion 4 (1 point):
He thought (that) they were people with a hostile intent/outlook.
He thought (that) they were still a threat.
He thought (that) they could not be trusted to do what they promised.

Subquestion 5 (1 point):
He wants to gather together more of his soldiers.
He wants time for the soldiers to assemble/convene/arrive.

Subquestion 6 (1 point):
back to their territories
back home