

2018

AP[®]

 CollegeBoard

AP Latin

Scoring Guidelines

AP[®] LATIN

2018 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.

- Ergo:** therefore, and so, thus, for that reason, then, so
Iris: Iris
- croceis:** yellow, saffron(-colored), ruddy
roscida: dewy, wet [must modify *Iris*]
pennis: on/with/by (her) wings/feathers
- per:** through, over
caelum: sky, air, heaven(s)
- mille:** one/a thousand
trahens: dragging, drawing (along), catching, pulling, carrying, hauling, sweeping (along/away), bringing (along), taking
- varios:** various, varied, varying, changeable, changing, diverse, different, many-hued, variegated, manifold, multifarious
colores: colors, hues, shades, tints [must be accusative]
- adverso:** opposite, facing, in front of, opposing, turned towards, shining full on
sole: with the sun
[may be rendered idiomatically as “opposite/facing the sun”]
- devolat:** flies (down), swoops (down), descends, comes down [may be rendered as historical present if *secat* is also rendered as historical present]
et: and
astitit: stood (by/close by) [for this particular verb, the perfect may be rendered as present tense in English]
- supra:** above, over, on top of
caput: head
- ego:** I (myself)
fero: carry, bring, bear
- iussa:** (having been) ordered, commanded, bidden [must modify *ego*]
- hunc:** this (hair)
sacrum: consecrated (to), sacred (to), holy (to), hallowed
Diti: to Dis/Pluto/(the ruler of) Hades, lord of the underworld
- teque:** and . . . you [must be accusative]
solvo: I release, loosen, untie, free (of/from)

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Question 1 (continued)

13. **isto:** this/that ([body]of yours)
corpore: from body
14. **sic:** thus, so, in this way
ait: she speaks/spoke, says/said, talks/talked, utters/uttered
(et): and
15. **(et):** and
dextra: with/by her/the right hand
crinem: hair, lock of hair [must be accusative]
secat: cuts (off/through), chops (off), severs, separates, divides, cleaves [may be rendered as historical present if *devolat* is also rendered as historical present]

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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.

N.B. The seven verbs in the present tense may be rendered as historical present if the student does so consistently throughout the passage.

- Mediocris:** moderate, (fairly) small, little, meager, some, reasonable, ordinary, mediocre, medium (amount of)
spatio: interval, length/period (of time), stretch (of time), space
relictis: (having been) left (behind); (having) elapsed, passed, intervened; (having been) given up, relinquished, abandoned
[Ablatives absolute may be rendered as subordinate clauses; however, the tense, voice, and number of the participle must be rendered accurately.]
- Pullo:** Pullo
immittit: sends (in); directs (toward/against), throws (in), hurls (in)
- pilum:** (heavy/throwing) javelin; spear, pike, weapon, *pilum*
in: against, into, toward, among, at, to
hostes: the enemies, the enemy
- atque:** and
traicit: pierces, transfixes, impales
- unum:** one (man/person) [must be accusative]
procurrentem: running, charging (forward/ahead/forth/out in front)
- ex:** out of, (away/out) from
multitudine: multitude, a great number, host, crowd, throng, many
- quo:** (with) this one, that one, which one/whom, him
percussis: (having been) struck, hit, thrust through, slain, killed, beaten, stunned, shaken, percussed
et: and
exanimato: (having been rendered) breathless, half-dead, dead, exhausted, lifeless, unconscious, mindless
(hunc): this one, this man, him
[Ablatives absolute may be rendered as subordinate clauses; however, the tense, voice, and number of the participle must be rendered accurately.]
- (hunc):** this one, this man, him
scutis: with/by (means of) shields
protegunt: they cover, protect, defend, shelter, overlay, shield
- in:** against, into, toward, at, to
hostem: the enemy

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Question 2 (continued)

10. **tela:** weapons, spears, missiles, javelins, darts [may also be rendered as a distributive singular]
universi: all (together); (they) universally/collectively, (they) as one, together (they), as a whole (they)
coniciunt: throw, cast, shoot, hurl
(neque): and . . . not, nor; and . . . no (opportunity, etc.)
11. **dant:** they give, offer, present, provide, furnish, yield
12. **regrediendi:** for/of going back, turning back, returning, marching back, withdrawing, retreating, regressing [may be rendered as an infinitive]
facultatem: opportunity, chance, capability, ability, possibility, power, means, faculty
(neque): and . . . not, nor; and . . . no (opportunity, etc.)
13. **Transfigitur:** is pierced (through), stuck (through), thrust (through), transfixed
scutum: shield
Pulloni: (belonging) to Pullo; for/to (the disadvantage of) Pullo; of Pullo; Pullo's
14. **et:** and
verutum: dart, javelin, spear
defigitur: is fixed (in/on/into), is stuck (in/on), is fastened (down/in); is driven (in/into), is struck (into/through), is stabbed, is planted, is thrust (in/into/through), is affixed (in/into), is lodged (in/into), is pierced (into/through), is wedged (in/into)
[Students may render the verb with an English active verb tense (e.g., “[the spear] lodges in the belt.”)]
15. **in:** in/on (can be construed with *defigitur*)
balteo: the/his sword belt/baldric

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Question 3

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

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Question 3 (continued)

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

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Question 4

8 points total

Subquestion 1 (2 points):

huge, enormous, vast (*ingens/immanis*)
three-throated, three-headed (*trifauci*)
howling, barking, noisy (*latratu/personat*)
lying down, reclining (*recubans*)
in the cave (opposite) (*adverso . . . in antro*)

Subquestion 2 (1 point):

Apollo/Phoebus

Subquestion 3a (1 point):

seeing, looking at, watching, viewing

Subquestion 3b (1 point):

present tense

Subquestion 4 (1 point):

— ◡ ◡ | — — | — ◡ ◡ | — — | — ◡ ◡ | — x |
Melle soporata ~~m~~ et medicatis frugibus offam

DSDSDS

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, or as a long-anceps (X).

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 5 (1 point):

opens/spreads (out) his mouths/throats
seizes/takes hold of the morsel/thrown (food/bit) [i.e., he eats the cake]
relaxes/loosens/stretches out his backs/necks
falls/sinks to the earth; spreads/relaxes/extends on the ground
spreads out/extends/stretches out in the (whole) cave [i.e., he falls asleep]

Subquestion 6 (1 point):

Hercules/Heracles

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Question 5

7 points total

Subquestion 1 (1 point):

aliquo numero: in/with/of some/any rank/position/number
atque honore: and honor/prestige/distinction

Subquestion 2 (1 point):

plebes

Subquestion 3 (1 point):

debt
magnitude of tribute/taxes
injustice of the (more/very) powerful

Subquestion 4a (1 point):

themselves

Subquestion 4b (1 point):

accusative

Subquestion 5 (1 point):

dative

Subquestion 6 (1 point):

freedman/freedwoman/freedperson
free man/free woman/free person
libertus/a (*libertinus/a*, *liberatus/a*)
a client (*cliens*) of his/her former master
called by his/her former master's name
Roman citizen