



AP[®] Latin: Vergil 2002 Scoring Guidelines

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**AP[®] LATIN: VERGIL
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Question 1

9 Points Total

Translation:

And just as in sleep, when sluggish rest at night has pressed (our) eyes, we seem to wish in vain to extend (our) eager runnings and in the middle of (our) attempts, we sick fall; the tongue has no strength and familiar resources in the body are not sufficient and a voice or words do not follow. Thus the dreadful goddess denies success to Turnus with whatever courage he sought a way.

One-half point for each group, rounding up to the next higher integer.

1. *Ac velut in somnis*
2. *ubi languida quies*
3. *oculos pressit nocte*
4. *videmur velle*
5. *nequiquam extendere*
6. *avidos cursus*
7. *et aegri succidimus*
8. *in mediis conatibus*
9. *non lingua valet*
10. *notae vires*
11. *non sufficiunt*
12. *corpore*
13. *nec vox aut verba*
14. *sequuntur*
15. *sic dea dira*
16. *negat successum Turno*
17. *quacumque virtute*
18. *viam petivit*

Acceptable Meanings and Variations

<i>ac:</i>	and, and so
<i>velut:</i>	just as, just like, as, for instance, in the same way
<i>in somnis:</i>	in sleep, in dreams, in drowsiness
<i>ubi:</i>	when, where
<i>languida:</i>	weak, sluggish, faint, languid, weary, tired; must modify <i>quies</i>
<i>quies:</i>	rest, calm, quiet, sleep; must be subject of <i>pressit</i>
<i>oculos:</i>	eyes; must be object of <i>pressit</i>

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Question 1 (cont'd.)

<i>pressit:</i>	pressed (on), weighed down, closed
<i>nocte:</i>	at night, in night or may be translated as an ablative: with night(time), with darkness
<i>videmur:</i>	we seem, we appear, we are seen
<i>velle:</i>	to wish, to want
<i>nequiquam:</i>	in vain, vainly, to no purpose, fruitlessly
<i>extendere:</i>	to extend, to stretch out, to continue
<i>avidos:</i>	eager, heated, ardent, avid; must modify <i>cursus</i>
<i>cursus:</i>	running(s), movements, course(s), races, steps; must be object of <i>extendere</i>
<i>et:</i>	and
<i>aegri:</i>	sick, ill, unwell, ailing, weary, weak, tired, exhausted; may be rendered as modifying subject of <i>succidimus</i> , or may be rendered as an adverb: weakly
<i>succidimus:</i>	we fall, we sink down, we collapse, we succumb, we fail
<i>in:</i>	in
<i>mediis:</i>	middle of; must modify <i>conatibus</i>
<i>conatibus:</i>	attempt(s), effort(s), endeavor(s), undertakings; must be object of <i>in</i>
<i>lingua:</i>	tongue; must be subject of <i>valet</i>
<i>non valet:</i>	is not strong, has no strength, is not powerful, is not capable, is not able, does not work
<i>notae:</i>	(well-)known, familiar, famous, notable, usual, accustomed; must modify <i>vires</i>
<i>vires:</i>	resources, strength(s), physical power(s), vigor; must be subject of <i>sufficiunt</i>
<i>non sufficiunt:</i>	are not sufficient, are not enough, are not adequate, do not suffice; may be translated as a singular if <i>vires</i> is translated by a singular noun
<i>corpore:</i>	in (his) body, to (his) body, for (his) body, of (his) body
<i>nec:</i>	neither, nor, and. . . not
<i>vox:</i>	voice, speech; must be subject of <i>sequuntur</i>
<i>aut:</i>	or, nor
<i>verba:</i>	words, speech
<i>sequuntur:</i>	follow
<i>sic:</i>	thus, so, in such a manner

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Question 1 (cont'd.)

<i>dea:</i>	goddess; must be subject of <i>negat</i>
<i>dira:</i>	dire, dreadful, harsh, hard, grim, terrible, awful; must modify <i>dea</i>
<i>negat:</i>	denies, refuses, does not allow, withholds, does not permit; may be translated in the past tense
<i>successum:</i>	success, a successful outcome; must be object of <i>negat</i>
<i>Turno:</i>	to Turnus, for Turnus, Turnus, (as it was) with Turnus; must be dative
<i>quacumque:</i>	may be rendered as an adverbial ablative: wherever, whenever, or as ablative adjective modifying <i>virtute</i> : whatever
<i>virtute:</i>	by/with courage, by/with bravery, by/with manliness, by/with virtue; may be rendered as an adverb: bravely, courageously
<i>viam:</i>	path, road, way, route; must be object of <i>petivit</i>
<i>petivit:</i>	he sought, he pursued, he attempted

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Question 2

9 Points Total

Translation:

“Alas, flee, goddess-born,” he says, “and snatch yourself from these flames. The enemy holds the walls; Troy is falling from its lofty summit. Enough has been given to the fatherland and to Priam. If Troy were able to be defended by a right hand, it would have been defended even by this right hand. Troy entrusts to you its sacred objects and its household gods; take these as companions of the fates.”

One-half point for each group, rounding up to the next higher integer:

1. *Heu fuge, [ait]*
2. *nate dea*
3. *teque . . . eripe*
4. *flammis . . . his [ait]*
5. *hostis habet muros*
6. *ruit . . . Troia*
7. *alto a culmine*
8. *Sat . . . datum*
9. *patriae Priamoque*
10. *si Pergama dextra*
11. *possent*
12. *defendi*
13. *etiam hac*
14. *defensa fuissent*
15. *tibi commendat Troia*
16. *Sacra suosque . . . Penates*
17. *cape*
18. *hos . . . fatorum comites*

Acceptable meanings and renderings:

<i>heu:</i>	alas, ah, or similar expression of despair
<i>fuge:</i>	flee, escape; must be imperative
<i>nate:</i>	born, son
<i>dea:</i>	from (of) a goddess
<i>nate dea:</i>	“goddess-born”
<i>te:</i>	yourself

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Question 2 (cont'd.)

<i>-que:</i>	and; must join the two clauses
<i>his:</i>	these; must agree with <i>flammis</i>
<i>ait:</i>	said, says; subject must be third person singular
<i>eripe:</i>	snatch (away), tear (away), rescue, hasten; must be imperative
<i>te eripe:</i>	escape
<i>flammis:</i>	flames; must indicate separation
<i>hostis:</i>	enemy, foe
<i>habet:</i>	holds, has, possesses; must be present tense
<i>muros:</i>	(city) walls, ramparts; “city” alone not acceptable
<i>ruit:</i>	falls, rushes, sinks, crumbles; may be present or perfect tense; must convey idea of collapse and ruin
<i>alto:</i>	high, lofty
<i>a:</i>	from
<i>culmine:</i>	top, summit, peak, roof
<i>Troia:</i>	Troy; must be subject of <i>ruit</i>
<i>sat:</i>	enough, sufficiently; may be rendered as subject of <i>datum (est)</i> , or adverbially
<i>patriae:</i>	fatherland, country; must be expressed as a dative
<i>Priamo:</i>	Priam; must be expressed as a dative
<i>-que:</i>	and; must connect <i>patriae</i> and <i>Priamo</i>
<i>datum:</i>	(has been) (is) given, granted, paid; must be passive voice
<i>si:</i>	if
<i>Pergama:</i>	Pergamus, Pergamum, Pergama, (citadel of) Troy; must be subject of <i>possent</i>
<i>dextra:</i>	by a right hand; must be expressed as ablative
<i>defendi:</i>	be defended; must be present passive infinitive
<i>possent:</i>	were (was) able, could have, had been able, could be; must express contrary-to-fact condition
<i>etiam:</i>	even, also
<i>hac:</i>	by this one (right hand); must agree with <i>dextra</i> , expressed or implied
<i>defensa fuissent:</i>	would have been defended; must express contrary-to-fact condition

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Question 2 (cont'd.)

<i>sacra:</i>	sacred (holy) items (objects, things, relics)
<i>suos:</i>	its (her) (own)
<i>-que:</i>	and; must connect <i>sacra</i> and <i>Penates</i>
<i>tibi:</i>	to you
<i>commendat:</i>	entrusts, bequeaths, commends
<i>Troia:</i>	Troy
<i>Penates:</i>	household gods, Penates
<i>hos:</i>	these; must modify Penates, expressed or implied
<i>cape:</i>	take, seize; must be imperative
<i>fatorum:</i>	of the fates, of your fate(s), of your fortune(s)
<i>comites:</i>	companions, fellow-travelers

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Question 3

6 Points Total

- 6** An excellent, well-organized essay. The discussion makes liberal use of specific, appropriate references from the Latin text throughout the passages, properly cited, to contrast Dido’s feelings in these two passages. Occasional mistakes need not spoil the general impression of the essay. More important than the number of features selected are the quality and completeness of the discussion and the general coherence of the discussion.
- 5** A good, strong essay with discerning discussion contrasting Dido’s feelings throughout these two passages. The discussion is either not as sophisticated or well developed as a “6” or not quite as well supported with textual references. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passages.
- 4** An adequate essay contrasting Dido’s feelings in these two passages. The discussion may be uneven, may develop one passage more fully than the other, or may be more descriptive than analytical. The Latin references, from throughout the passages, although perhaps scanty, are specific, accurate, and relevant.
- 3** A limited response which may present a superficial contrast of Dido’s feelings in both passages or may discuss only one passage in depth. In general, the Latin support is weak, not drawn from throughout the passages, possibly misconstrued, inappropriate, and/or not properly cited. The response tends to rely on description, narration, or mere translation. Alternately, the student may write a good essay reflecting knowledge of the passages, but no Latin is cited to support the answer.
- 2** The student presents a vague or weak discussion of the passages. Statements may be very general or irrelevant to the question. The student shows very limited comprehension of the Latin cited, or Latin may not be cited at all.
- 1** The student understands the question but is unable to write any meaningful discussion derived from the passages. Although no substantive argument is presented, the response may contain some correct information relevant to the question. The student demonstrates little or no understanding of the Latin of the passages. The answer may contain either no Latin or individual Latin words randomly selected.
- 0** A response which is totally irrelevant, totally incorrect, or which merely restates the question. The student demonstrates no understanding of the Latin in context.
- A blank space or off-task answer (drawings, personal letters, etc.).

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Question 4

6 Points Total

- 6** An excellent, well-organized essay. The discussion makes liberal use of specific, appropriate references from the Latin text throughout the passage, properly cited, to discuss Jupiter’s characterization of Rome’s future. Occasional mistakes need not spoil the general impression of the essay. More important than the number of features selected are the quality and completeness of the discussion and the general coherence of the argument.
- 5** A good, strong essay with discerning discussion of Jupiter’s characterization of Rome’s future. The discussion is either not as sophisticated or well developed as a “6” or not quite as well supported with textual references throughout the passage. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passage.
- 4** An adequate essay about Jupiter’s characterization of Rome’s future. The discussion may be uneven or may be more descriptive than analytical. The Latin references from throughout the passage, although perhaps scanty, are specific, accurate, and relevant.
- 3** A limited response which lacks an adequate discussion of Jupiter’s characterization of Rome’s future or which presents a superficial discussion of Roman history. In general, the Latin support is weak, not drawn from throughout the passage, possibly misconstrued, inappropriate, and/or not properly cited. The response tends to rely on description, narration, or mere translation. Alternately, the student may write a good essay reflecting knowledge of the passage, but no Latin is cited to support the answer.
- 2** The student recognizes the passage but presents a vague or weak discussion. Statements are very general or irrelevant to the question. The student shows very limited comprehension of the Latin cited, or Latin may not be cited at all.
- 1** The student understands the question but is unable to write any meaningful discussion derived from the passage. Although no substantive argument is presented, the response does contain some correct information relevant to the question. The student may demonstrate little or no understanding of the Latin of the passage. The answer may contain either no Latin or individual Latin words randomly selected.
- 0** A response which is totally irrelevant, totally incorrect, or which merely restates the question. The student demonstrates no understanding of the Latin in context.
- A blank space or off-task answer (drawings, personal letters, etc.).

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Question 5

6 Points Total

- 6** An excellent well-organized essay. The discussion makes liberal use of specific, accurate details*, to support the analysis of two stories from the list supplied in relation to the theme of fairness or unfairness of events. Occasional mistakes need not spoil the general impression of the essay. More important than the number of features selected are the quality and completeness of the discussion and the general coherence of the argument.
- 5** A good, strong essay with discerning discussion and specific details to support the analysis of two stories from the list supplied in relation to the theme of fairness or unfairness of events. The discussion of both examples is either not as sophisticated or well developed as a "six" or not quite as well supported with specific details*, or the discussion may be strong for one example, but weaker or less adequate for the second. The references appear confident, and the essay reflects more than casual familiarity with the stories.
- 4** An adequate essay with limited discussion of two stories from the list in relation to the theme of fairness or unfairness of events OR with a good discussion of one story but a limited discussion of a second one. The discussion may be uneven or may be more descriptive than analytical. Still, the details are specific* and relevant.
- 3** A limited essay. In general, the discussion of two stories from the list supplied in relation to the theme of fairness or unfairness of events, is possibly misconstrued, inappropriate, and/or not detailed OR there is a good discussion of only one story and a faulty or no discussion of a second one. The answer tends to rely on description.
- 2** The student presents a vague or faulty discussion of two stories from the list in relation to the theme of fairness or unfairness of events OR there is a weak discussion of one story and no discussion or inaccurate discussion of the other. The student shows very limited comprehension of the stories.
- 1** The student understands the question but is not able to write any meaningful discussion of the theme of fairness or unfairness of events using any story from the list. Although no substantive argument is presented, the response does contain some correct information relevant to the question. The student may demonstrate little or no understanding of the stories.
- 0** A response which is totally irrelevant, totally incorrect or which merely restates the question. The student demonstrates no understanding of the theme of fairness or unfairness of the events.
- A blank space or off-task answer (drawings, personal letters, etc.).

* **Specific details support the discussion of the “how” or the “why” of the fairness/unfairness theme.** This is the equivalent to Latin citations in the other essay questions.