



AP[®] Latin

2014 Scoring Guidelines

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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.

Acceptable translations

1. *Aeole*: Aeolus
namque: for/certainly/to be sure/since/because/and in fact
2. *divum*: of (the) gods/divine ones/divinities/deities [may also be translated as English possessive plural]
pater: father/parent
(atque): and/and also
3. *(atque)*: and/and also
hominum: of men/humans/people/humankind/man/mankind/human race [may also be translated as English possessive plural]
rex: king/ruler/chief(tain)/leader/tyrant
4. *tibi*: (to/for) you
dedit: (has given) gave/(has) granted/(has) allowed/(has) bestowed (power) upon
5. *et . . . et*: both/and . . . and; both . . . as well as [must connect *mulcere* and *tollere*]
6. *mulcere*: to
soothe/calm/settle/pacify/ease/charm/control/soften/appease/quiet/restrain/compose
fluctus: (the) wave(s)/water(s)/stream(s)/flood(s)/swell(s)/sea(s)/tide(s)
7. *tollere*: (to) lift/raise/stir (up); take up; swell/build (them/it)
vento: with/by the/a wind/gale/gust/breeze [must be singular]
8. *gens*: a race/nation/people/tribe/clan
inimica: hateful/hated; unfriendly/ill-disposed/hostile/inimical; enemy [only as adj.]
mihi: to/for me; by me [only with “hated”]
9. *navigat*: sails/(across/over)/is sailing/makes a voyage (through)/navigates/cruises
Tyrrhenum: Tyrrhenian/Tuscan/Etruscan
aequor: (surface of the) sea/deep/ocean/water(s)
10. *portans*: carrying/bringing/conveying/bearing/taking [must be nominative participial phrase]
in: into/to/towards
Italiam: Italy/Italia
11. *Ilium*: Ilium/Ilion/Troy
victos: (having been) conquered/defeated/overcome/beaten (down)/vanquished
-que: and
Penates: Penates/household gods/tutelary gods/family gods
12. *incute*: strike/instill; produce
vim: force/power/strength/violence
(-que): and
13. *ventis*: into/upon/to/in [dat. with compound verb] OR by/from/with [abl.] (the) winds/gales/gusts/breezes [must be plural]
14. *obrue*: overwhelm/overtum/cover/flood/inundate/bury/crush/submerge/sink/swamp
puppes: ships/boats/skiffs; the sterns/poops/decks/poop decks/keels/hulls/vessels/fleet(s)
(-que): and
15. *submersas*: (having been) sunk(en)/submerged/drowned/swamped/overwhelmed/covered/flooded/inundated /overturned [must modify *puppes*]

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Question 1 (continued)

1. Aeole, namque						
2. divum pater (atque)						
3. (atque) hominum rex						
4. tibi dedit						
5. et . . . et						
6. mulcere fluctus						
7. tollere vento						
8. gens inimica mihi						
9. navigat Tyrrhenum aequor						
10. portans in Italiam						
11. Ilium victosque Penates						
12. incute vim (-que)						
13. ventis						
14. (-que) obrue . . . puppes						
15. submersas						
Total						

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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.

Acceptable translations

- Galli*: The Gauls
praedicant: announce/assert/boast/call/claim/declare/make known/proclaim/preach/reveal/say/speak/teach/tell/vaunt
- se*: (that) they; themselves
omnes: all; all of themselves [can be nom. or acc.]
prognatos: (are/were/have/have been/having been)
born/descended/sprung/originated/fathered/ derived/sired/produced/begotten; (were/are) sons/descendants/offspring/children
- ab*: from/of/by
Dite: Dis/Pluto/Hades
patre: father
- id*: this/that (thing)/it
-que: and
proditum: (is/was/has been/having been) brought/put forth/forward/carried down/on/disclosed/given forth/handed down/forth/forward/on/made known/revealed/reported/passed down/on/recorded/maintained/produced/propagated/proclaimed/related/taught/transmitted
dicunt: (they) affirm/announce/articulate/assert/claim/declare/maintain/mention/pronounce/relate/proclaim/say/speak/tell; call
- ab*: by; from
Druidibus: Druids
- Ob*: for/on account of/because of/from
eam: this/that
causam: reason/cause
- spatia*: [singular or plural] the duration/division/expanse/extent/interval/length/passage/period/space/span [must be direct object of *finiunt*]
finiunt: they
assign/calculate/compute/count/define/determine/distinguish/divide/end/establish/finish/fix/limit/mark/measure/number/reckon/separate/set
- omnis*: of all/every; of the whole/entire
temporis: (of) time
- non*: not
numero: by/with/in the number/measure
dierum: of days
- sed*: but
noctium: (of) nights
- sic*: thus/in this way/such that/as such/in this manner/in such a way/in such a manner/so
observant: they observe/regard/mark/keep [must not be translated “see”]
- dies natales*: birthdays/birth days/natal days/born days; days of birth
- et*: and
initia: the beginning(s)/start(s)/starting points
- mensum*: of/for months
et: and
annorum: (of/for) years
- ut*: so that/that/with the result that

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Question 2 (continued)

noctem: (the) night

dies: (the) day

subsequatur: follows/pursues/comes after/succeeds

1. Galli praedicant						
2. se omnes prognatos						
3. ab Dite patre						
4. idque proditum dicunt						
5. ab Druidibus						
6. Ob eam causam						
7. spatia finiunt						
8. omnis temporis						
9. non numero dierum						
10. sed noctium						
11. sic observant						
12. dies natales						
13. et initia						
14. mensum et annorum						
15. ut noctem dies subsequatu						
Total						

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Question 3

	Development of Argument/Analysis	Use of Latin	Inferences & Conclusions	Contextual Knowledge
5 Strong	The student develops a strong analysis of how Caesar’s accounts of these two battles reveal his judgments about the soldiers’ actions 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 analysis of how Caesar’s accounts of these two battles reveal his judgments about the soldiers’ actions, 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 analysis of how Caesar’s accounts of these two battles reveal his judgments about the soldiers’ actions that reflects some understanding of the passage; it may be strong for one passage but weak for the other. The analysis may not be well-developed, relying on main ideas but few supporting details, or it may rely on summary more than on analysis.	The student has few accurate Latin citations; they may not be linked to the analysis, or fail to support it.	The student displays only limited understanding of implied information.	The student misunderstands contextual references or fails to connect them effectively to the analysis.

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Question 3 (continued)

2 Weak	The student recognizes passage(s), but presents only a weak analysis. It may be confusing and lack organization, or may rely on summary. It addresses only portions of the passages, or 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 makes incorrect assumptions or makes inferences and conclusions based on the passages only rarely.	The student shows 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 a 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.
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Question 4

Subquestion **1a** (1 point):

Possible translations are:

- *immemores*: unmindful/not mindful/ mindless/heedless/ unheeding/forgetful/forgetting/ not remembering/not thinking/oblivious
- *furore*: by/from/with/due to/because of madness/insanity/fury/rage/frenzy/anger
- *caeci*: blind/blinded/unseeing
- *-que*: and

Subquestion **1b** (1 point):

ablative of means/instrument/cause

Subquestion **2** (1 point)

Possible answers include: Horse/Trojan Horse/ wooden horse built by Greeks (incorrect information specifically about the horse will not be awarded the point)

Subquestion **3** (1 point):

Spondee—Spondee—Spondee—Spondee—Dactyl—Spondee

- 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, as long-short, as X, or as long-anceps.
- The student may put long and short marks over the Latin syllables or write out the names of each metrical unit as above.
- If the student offers both styles of scansion and they do not match up, then the long and short marks take precedence over the writing out of the words “dactyl” and “spondee”.
- The student does not have to mark the elision in the second foot to get credit.

Subquestion **4** (1 point):

Possible answers are:

- Trojans/Teucrians/people of Troy
The student may give Latin *Nos* or *miseri* or translate as we/us/miserable ones/unhappy people.

Subquestion **5** (1 point):

Possible answers are:

- decorating/adorning/covering gods/shrines/temples (of the gods)
- spreading foliage through the city
- celebration/festival/party (throughout the city)
- celebrating the horse

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Question 4 (continued)

Subquestion **6** (1 point):

Possible answers are:

- To hit Dido with his arrow/To fill Dido with passion/To make Dido fall in love with Aeneas/To cast a love spell
- To protect Aeneas/To help Aeneas (or Trojans)
- To make Dido and the Carthaginians hospitable to Aeneas and the Trojans
- Answer must come from Book 1.

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Question 5

Subquestion **1** (1 point):

- possible answers: it was their custom/customary practice
- **NOT** acceptable: untrustworthy (*syn*)/lest he might escape/because he was a traitor/because he had caused deaths

Subquestion **2** (1 point):

- possible answers: burned up/cremated/burned alive/set on fire/lit on fire/set alight

Subquestion **3** (1 point):

- clients/supporters/retainers/family/household/relatives/vassals/fan club/groupies/debtors/people who owe him money/people who serve him/people who are obligated to him/henchmen/retinue/dependents/minions/posse

Subquestion **4a** (1 point):

- lest/in order that he not/may not/might not /would not/should not plead/say/make his case/cause
- to not plead/say/make; in order not to plead/say/make his case/cause
- clause must express purpose (cannot be past tense)

Subquestion **4b** (1 point):

purpose or negative purpose

Subquestion **5a** (1 point):

Possible answers: committed suicide/killed himself/took his own life/offed himself

Subquestion **5b** (1 point):

quote must include *sibi mortem consciverit*— *quin* and *ipse* are optional

NOT acceptable: the entire quote as in the prompt or the entire quote written out word for word.
(see clarification below)

Subquestion **6** (1 point):

Possible answers include:

- built a wall/made a blockade
- manned the wall
- set up/positioned guards/soldiers
- gathered up/conscripted/drafted/additional/new legions
- told them no/told them they could not go through the province/told them that they did not have his permission to go through the province
- stalled them by postponing or pretending to postpone his decision
- broke/took down/destroyed/burned/cut off the bridge (student need not specify at Geneva or over the Rhone)
- he controls the surrounding areas

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Question 5 (continued)

Clarification on Short Answer Question Asking for English Summary of an Item/Event in the Latin Passage and Citation of the Latin to Support the Answer.

Form O, Question 5:

5. According to lines 7-8 (*neque abest . . . consciverit*), what was suspected about Orgetorix's death? Write out the Latin that supports your answer.

This question asks for two pieces of information and is worth two (2) points:

- A) an English statement about what was suspected about Orgetorix's death.
- B) the Latin words that support the first question (A).

Credit will be given for A when the student provides:

- A correct statement indicating the suspicion about Orgetorix's death (e.g., that he killed himself, committed suicide)

Credit will be given for B when the student provides:

- Latin to support a correct statement in A (e.g., *ipse sibi mortem consciverit*) [student receives credit for A and B]
- Latin to support the correct answer to the larger question (A), even when the student did not answer A correctly.
 - RATIONALE: One goal of the question is to see if the student understands the Latin that expresses the correct answer to A; despite the fact that the student may have missed the answer to A (due to faulty understanding of a word or two, or more), the student receives credit for citing the correct Latin for what would have been the correct answer to A. (student receives credit for B due to correct Latin for the overall question, but no credit for A)
- Latin that correctly supports the answer in A, even when the answer in A is incorrect.
 - RATIONALE: The wording of the question asks for the Latin to support the English answer given in A. If the student offers correct Latin to support their answer in A, despite the fact that the answer is incorrect, they should be awarded credit because they responded correctly to the question prompt. [student receives credit for B due to correct Latin "that supports your answer," but no credit for A]