



AP[®] Latin

2015 Scoring Guidelines

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Question 1

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

Acceptable translations

- Nunc:** now / at the present time / presently
etiam: also / even / just / indeed / certainly / truly
- interpres:** (must be subject) messenger / interpreter / communicator / explainer / translator / expounder / mediator / negotiator / agent / spokesman
divum: of (the) gods / divinities / divine ones / deities / immortals; gods' (must be genitive and plural)
- Iove:** Jupiter / Jove (spelling variations accepted); Zeus
missus: (having been) sent (forth) / dispatched
ab: by / from / away from
ipso: himself, very
- testor:** I swear / testify / declare / attest / assert by / on; bear / call to / invoke as witness (to); appeal / give testimony (on) / vouch for
utrumque: each (one of two) / both
caput: head(s), life (lives)
- celeris:** swift / quick / rapid / fast / speedy / fleet(ing)
per: through(out) / over / along / by (means, the way, the aid of)
auras: breezes / winds / breaths of air / gales / air(s) / heaven(s)/ sky (skies) / atmosphere(s)
- mandata:** commands / demands / orders / charges / commissions / injunctions / instructions / mandates (or things having been mandated, etc.)
detulit: brought/ carried (down); bore / borne / reported / announced / spoke(n) / communicated / told / stated / gave / referred / conferred / offered / delivered / relayed (may be rendered as present perfect, with “has”)
- ipse:** myself / very (one) (must modify “I”)
vidi: I saw / looked at / discerned / beheld / observed / perceived (may be rendered as present perfect, with “have”)
deum: god / the divinity / divine one / deity / immortal
- manifesto:** clear / plain / visible / palpable / manifest(ed) / evident / bright / vivid / obvious (must modify *lumine*)
in: in
lumine: (day)light / brightness / glow / gleam / splendor / glory
- intransem:** entering / proceeding / penetrating / traveling / going (walking, passing) in(to) / through
muros: walls, defenses
- vocem:** voice / utterance / cry / call / speech / saying / sound / word(s)
-que: and
hausi: I drank (up / in) / absorbed / drained / imbibed / swallowed(up) / consumed / drew in / took in / quaffed (may be rendered as present perfect, with “have”)
- his:** these
auribus: with / by / through / in ears
- desine:** cease / stop / leave off / desist / make an end / end / quit / give up / abandon
incendere: (to) inflame/ incite / stir up / kindle / set fire to (set on fire) / burn / ignite / excite / incense / upset / provoke / enrage / harass (may be rendered as a gerund)

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Question 1 (continued)

13. **me:** me / myself
-que . . . -que: both . . . and
te: you / yourself
14. **tuis:** your
querelis: by / with quarrels / fights / complaints / appeals / arguments / laments / plaintive sounds / wailing(s) / bitching / crying / lamenting / complaining / moaning / kvetching / grumbling / carping
15. **Italiam:** Italy [must be direct object of *sequor*]
non: not / un- / against
sponte: by (my) will / desire / wish / volition / choice; on (a) whim / willingly / voluntarily / spontaneously; of my own accord; with / by spontaneity / because of my will; deliberately, on purpose / purposely / purposefully
sequor: I pursue / follow (to) / seek / strive for / after; I aim at / for; I go / proceed to

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Question 2

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

Acceptable translations

- Natio:** nation, tribe, race, people, stock, breed, country (must be nominative)
omnium: of all
Gallorum: the Gauls; the Galli; the Celts (must be plural and genitive)
- admodum:** completely, quite, entirely, very, wholly, fully
est dedita: is / has been devoted, given, dedicated, engaged (in / with), involved (in / with); addicted, obsessed (with / by / about) (plural accepted by attraction)
- religionibus:** to / for sacred / religious / superstitious / cultic matters / things / affairs / activities / practices / scruples / observances / ceremonies / duties / traditions / issues / customs / concerns; worship(s) / rites / rituals / reverence for / of the gods; superstition(s) / religion(s) / cult(s) / religiousness / religiosity
atque: and
- ob:** for (the sake of), on account of, because of, from, by, due to, on
eam: this, that
causam: reason; pretext, excuse, motive, purpose, cause, account, sake
- qui:** (those / the ones / people / guys / men) who / which / that
sunt adfecti: are / have been afflicted / affected / weakened / sickened / struck / oppressed / plagued / attacked / inflicted / infected / disposed / influenced; suffer / have suffered / are suffering
- gravioribus:** more / rather / too / quite / somewhat serious / grave / heavy / painful / harsh / severe / unpleasant / offensive / oppressive / severe / burdensome / grievous; worse / heavier / stronger / harsher
morbis: (by / with / from / to) diseases / ills / illnesses / sicknesses / infirmities / weaknesses / maladies (must be plural)
- qui:** (those / the ones / people / guys / men) who / which / that
-que: and
versantur: are involved / engaged / employed / turned / engaging / dealing/ being involved; engage / fight / take part (progressive present accepted)
- in:** in [with, when used with appropriate verb]
proeliis: battles / fights / engagements / struggles / conflicts / skirmishes (must be plural)
periculis: dangers / perils / hazards / risks / troubles / trials / jeopardies (must be plural)
-que: and
- aut . . . aut:** either . . . or
- pro:** as / as if / like / for (the purpose of) / in place of / instead of
victimis: victims / sacrifices / (sacrificial) animals (must be plural)
- homines:** men / people / persons / humans (must be the direct object of *immolant*)
immolant: they sacrifice / immolate / set fire to / set on fire / devote to death / slay / kill / burn / slaughter (progressive present accepted)
- se:** (that) they / (they) themselves (must be the subject of *immolatueros*)
immolatueros: will / would / are about to / are going to / are fixing to sacrifice / immolate / set on fire / set fire to / devote to death / slay / kill / burn / slaughter (people / humans / men / persons)
vovent: they swear / (make a / give a) vow / promise / pledge / oath (progressive present accepted)
- administris:** (as / to be / for) assistants / attendants / performers / servants / priests / ministers / celebrants / administrators / agents / overseers / managers / effectors / officiants / officials
Druidibus: Druids / Celtic priests (must be object of *utuntur*)

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Question 2 (continued)

14. **ad:** to / at / for / for the purpose of / toward / with regard to
ea: these/ those
sacrificia: sacrifices / rites / rituals (must be plural)
15. **-que:** and
utuntur: they use / employ/ make use of / utilize / rely on / adopt / avail themselves of / have as
(progressive present is acceptable)

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Question 3

| Score | Development of Argument / Analysis | Use of Latin | Inferences & Conclusions | Contextual Knowledge |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 5 Strong | The student develops a strong analysis of how each speaker tries to persuade his men to take a certain course of action 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 each speaker tries to persuade his men to take a certain course of action, 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 each speaker tries to persuade his men to take a certain course of action 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 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. |
| 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 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. |

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Question 3 (continued)

| Score | Development of Argument / Analysis | Use of Latin | Inferences & Conclusions | Contextual Knowledge |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 may show no understanding or a thorough misunderstanding of context and provide 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 1: Aeneas

Subquestion 2: Genitive

Subquestion 3:

— — | — — | — vv | — — | — vv | — x |

Spondee-Spondee-Dactyl-Spondee-Dactyl-Spondee

S-S-D-S-D-S

Note: All six feet must be addressed. The student must write out the entire Latin line.

Subquestion 4a: tears, weeping, crying, sobbing, teardrops; lamentation(s), wailing(s)

Note: Other words are possible but must convey the action of crying, tears.

Subquestion 4b: Accusative

Subquestion 5: dark, black, bloody, dirty, filthy, dusty; pierced, punctured, swollen, swelling

Note: While a brief (even a single word) answer may be acceptable, it must clearly reflect comprehension of lines 5-6 and not merely general recall of other passages in the epic.

Subquestion 6: the fall / burning / destruction / loss / sack of Troy / the city; ambush on Troy / the city; attack / invasion of the Greeks from the Trojan Horse; arrival / acceptance of the (Trojan) horse into Troy / the city; admittance of the Trojan Horse

Subquestion 7: Achilles

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Question 5

Subquestion 1: wealthiest, most wealthy, very wealthy, richest, most rich, very rich

Note: Other possibilities are acceptable as long as they convey the financial status of Orgetorix (must indicate superlative degree). Possibilities include the following: affluent, loaded, opulent.

Subquestion 2: 1 year (12 months)

Subquestion 3a: A range of translations is possible but the verb must be rendered as a subjunctive (or its equivalent, such as an infinitive):

- to leave / go out from / of his / its / their borders / territory / country / boundaries / land(s)
- that they should / would / may / might go out of / from his / their / its (own) territory / borders / country / boundaries / land(s)
- to exit his / their / its (own) territory / borders / country / boundaries / land(s)
- to leave from his / their / its (own) territory / boundaries / country / borders / land(s)
- to depart from his / their / its boundaries / territory / country / borders / land(s)
- (in order) that they (take) leave of / go from / his / its / their (own) territory / country / boundaries / borders / land(s)

Note: Neither “will” nor “were” is acceptable.

Subquestion 3b: Indirect command, purpose clause, substantive clause of purpose, jussive (noun) clause.

Note: NOT a result clause.

Subquestion 4: Dative

Subquestion 5: A range of acceptable answers is possible:

- To take control of (all of) Gaul
- To have control / an empire over (all of) Gaul
- To gain command (of all) Gaul
- To get control of (the whole of) Gaul
- To gain possession of the rule (of all) Gaul
- To rule (all of) Gaul

Note: It is not sufficient to state that Orgetorix simply wanted more land, as this is an aggressive attempt to control (all of) Gaul.

Note: Orgetorix’s goal to control all of Gaul may be explained as his personal ambition and promise to the Helvetians OR as a collective effort of the Helvetian nation.

Subquestion 6: Four names are acceptable:

Nammeius (1.7)
Verucloetius (1.7)
Dumnorix (1.9)
Divico (1.13)