

AP[®] LATIN
2013 SCORING GUIDELINES

Question 3

	Development of Argument	Use of Latin	Inferences & Conclusions	Contextual Knowledge
5 Strong	The student develops a strong argument about how Caesar and Dido reveal their leadership styles 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 argument.	The student is able to use specific contextual references consistently in order to support the argument.
4 Good	The student develops a good argument about how Caesar and Dido reveal their leadership styles, providing main ideas and some supporting details. Although the argument 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 argument. The student may rely on what is stated, or may make inaccurate inferences.	The student provides some specific contextual references that support the argument.
3 Average	The student develops an argument about how Caesar and Dido reveal their leadership styles that reflects some understanding of the passage; it may be strong for one passage but weak for the other. The argument 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 argument, 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 argument.
2 Weak	The student recognizes passages but presents only a weak argument. 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.

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Question 3 (continued)

	Development of Argument	Use of Latin	Inferences & Conclusions	Contextual Knowledge
1 Poor	The student understands the question but offers no meaningful argument. 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.

Begin your answer to Question 3 on this page.

In Book I of the Aeneid, when Aeneas and his men first land in Carthage, they are taken aback by the hostility of the foreigners, who will not even allow them to bring their ships ashore. Because of this unfortunate first impression, Dido in her speech to the Trojans feels the need to wipe away the disbelief and suspicion the Trojans have good reason to feel at this moment. Her rhetoric is filled with pathos, showing that as a leader she tends to rely on the manipulation of emotions to persuade her followers.

Dido begins with commands, telling the Trojans to loosen fear from the heart and remove cares ("Solvite corde... secludite curas"), but these are reassuring commands, intended to put the Trojans' minds at ease as they listen to whatever else she has to say. Dido knows that first impressions are important, and if the Trojans have already ~~made unfavorable~~ received unfavorable first impressions of the Carthaginian race, at least she can ensure that her first impression is good. She knows that the Trojans still have their obstructed landing fresh in their minds, so she right away gives reasons for the actions, saying that the harsh thing and the newness of the kingdom force her to build such things and to watch the boundaries far and wide with a guard ("res dura... custode tueri") The fact that she points out she is a new leader may be an attempt to win sympathy from the Trojans.

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The use of emotional appeal in her speech is good reason for her to expect a return of emotion from her audience. In fact, she specifically states that the Phoenicians do not bear such unfeeling chests ("Non obtusa... pectora Poeni"), telling the Trojans that she and her people sympathize with the Trojans. Dido makes use of praise early on in the speech to improve the Trojans' mood and put what bad things they have on their minds in perspective, ~~saying that~~ asking who does not know of the race of Aeneas' followers, who does not know of the city of Troy, ~~the~~ and the virtues and the men or the fires of so great a war. In saying this she makes the Trojans feel like heroes, praising their character throughout the struggles. Before she begins describing what she will do she also adds that the sun having been ~~turned~~ ~~joins~~ from the Tyrian city joins the horses ("not so not so turned from the Tyrian city joins the horses" ("nectam... ab urbe")); the Trojans and Carthaginians are not so very different, and each can relate to the other.

Finally, halfway through the address, Dido begins to tell the Trojans what she will do. She promises to send them down safe with help and to ~~are~~ help them with resources ("auxilio tutos... opibusque iuvabo"). She is reassuring because she says she will do this no matter where they wish to end up ("seu vos... optatis Acesten"). In this way she sets herself up as a benevolent ruler, who will be generous to guests

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regardless of their end goals. But Dido is thinking strategically and proposes that Aeneas settle equally with her in these kingdoms ("Vultis et... considerare regnis"). She knows that having a man by her side would help her and her Kingdom, but she is cunning in the way she presents the option to the Trojans. She emphasizes that they would be equals, not driven by any distinction to her ("mihi nullo discrimine agetur"). And she makes concrete promises that she will send certain ones through the shores and order them to survey the ends of Libya ("per litora... extrema iubebo") to look for Aeneas, knowing that the Trojans really wish to find him.

Caesar uses much less emotion and much more reasoning in his decision making. He takes immediate action ^{It is announced} when the message is sent to him that the Helvetians are trying to make a journey through the Roman province ("eos per... facere conari"). He may have spent some time in deliberation or consulted others for advice, but in his writing he does not wish to convey any hesitation at all, saying that he hurries to set forth from the city and struggles in the greatest journeys as he is able into farther Gaul ("maturat ab... ulteriorem contendit"). He takes on the role of leader, ordering the greatest number of soldiers as is able from the whole province ("Provinciae toti... numerum imperat"), showing the extent

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Continue your answer to Question 3 on this page if necessary.

of his power over the entire province. He gives solid reasoning to back his actions, because he remembered that Lucius Cassius the consul ~~was~~ had been killed and his army had been driven back by the Helvetians ("L. Cassium... Helvetiis pulsum"). This shows that Caesar believes avenging the fallen is important in war, and bringing this point up may inspire respect and admiration in his followers. He shows that he is unyielding when he says it must not be conceded ("concedendum non putabat"). He considers the intentions and actions of enemies ("inuria et maleficio": injustice and wrongdoing) when deciding what to do, and in the end he responds that a day will be taken up for the purpose of discussing what to do ("respondit diem... deliberandum sumpturum"). Even though he is an unforgiving leader and holds people up to pay for what they've done, he is not so harsh that he will punish the Helvetians without first issuing an ultimatum.

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Leaders always have different ways of dealing with foreign powers, but they always keep their own people's interests ~~and~~ and needs in mind. When Caesar dealt with the restless Helvetians, he used his characteristically strong and dominant leadership abilities to prevent his own people from being harmed. When Aeneas and the Trojans arrived in Carthage, Dido treated the foreigners in a way that would also be favorable to her own people. Both leaders used varying styles for the sole purpose of helping their own people.

Caesar dealt with the foreigners with an extremely strict attitude because the Helvetians were a dangerous threat. Caesar believed if he allowed to journey through his territories it would lead to many problems and dangers (*temperaturos ab iniuria et maleficio existimabat*).

Caesar also had fears because he only had one legion in all of outer Gaul (*erat omnino in Gallia ultioribus legio una*), so the Romans would have trouble protecting their provinces from the newcomers potential attacks. Caesar predicted the possible dangers of allowing the Helvetians to pass through his territory, and, although none of the dangers were guaranteed to happen, he used his strong and dominant leadership to oppose the Helvetians from moving. This strategy of preventing foreigners from apparently harmless actions that could potentially cause many problems differs greatly from Dido's leadership style.

Dido proves to be much more welcoming and hospitable of the Trojans because she is not capable of the strong and oppressive tactics

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Continue your answer to Question 3 on this page if necessary.

of Caesar. Since Carthage is still not complete she would have trouble opposing and angering the Trojans who are mostly composed of soldiers. Also whereas the Helvetians were not well known or liked, Aeneas and the Trojans were famous for their great war with the Greeks, so Dido could gain much from being hospitable (*Quis genus Aeneadum... aut tanti incendia belli?*). Dido must also treat Aeneas and the Trojans well because Aeneas' brother Eryx is the king of nearby Sicily (*sine Erycis fines regemque... Aecesten*). Due to the varying circumstances of Caesar's and Dido's ordeals with foreigners, Dido was forced to be much more flexible and hospitable.

One of the major reasons Caesar was more capable of being a strict and powerful leader is the gender difference. Women rulers existed, and some were even powerful in their own way, but overall men were still considered to be stronger and superior. Caesar appears to be more unfeeling and distant from his subjects because he has the power to maintain ~~order~~ ^{order} without ~~an~~ emotion. Dido, however, is a woman and is therefore less powerful and more sensitive. This is demonstrated through Vergil's use of litotes when Dido claims to be "not without feeling" (*Non obstansa*). Although gender differences ~~may~~ play a smaller role in modern times, thousands of years ago gender helped determine the various styles of leaders.

The ordeals ~~of~~ ^{with} the restless Helvetians and war-ravaged Trojans demonstrated the varying leadership styles of Caesar and Dido. However,

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whether through strict and at times harsh orders or sensitive and more hospitable actions, both leaders acted for the good of their own people. While the methods might have differed greatly, the end result was the same: enduring safety of the people.

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In each passage, two of the most fabled leaders of all time, ^{Julius} Caesar and Dido, exemplify two qualities that put them on top: a respect for the past, yet ~~making~~ ^{basely} choices ~~from~~ ^{from} tomorrow's consequences. Although seemingly contradictory, both Caesar and Dido were able to learn from the past to make wise choices for the future, thus leading their people in a similar and wise way.

When foreigners request passage through Roman territory, Caesar's immediate, heated reaction ~~seeps~~ oozes through the text. Caesar instantly recalls the injustice born by the Helvetians to Cassius when they sent him under the yoke (lines 4-5). These foreigners are of "inimico animo" (5) - ~~an~~ hostile minds, and should not be allowed to cross. Any decent leader would see the obvious solution - ^{deny them passage.} However, this isn't any ordinary leader. This is Julius Caesar, the ^{most renowned} ~~greatest~~ general in history. Caesar instead brilliantly controls his emotions and saves his battle for another day, allowing his military to "convenient" or regroup, before he crushes the Helvetians. Therefore, in a masterful display of leadership, Caesar retains a level head and delays his response to the Helvetians in order to win the battle later on.

Dido, ^{during} ~~in~~ the Aeneid, faces a similar situation

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When Aeneas and the Trojans request safe passage through her Tyrian kingdom. Similar to Caesar, Dido displays a reverence for history when she rhetorically inquires who does not know of the Trojan race, of the great city of Troy, ravaged by the fires of war? (lines 4-5). However, in a manner unlike Caesar, Dido's recall of past events conjures sympathy, not anger, thus showcasing a more empathetic leader than her Roman counterpart. This sympathy causes Dido to extend her hand in hospitality, so well respected in the ancient world, as shown in line 13, when Dido says the Trojans and Carthaginians will be treated equally. It seems that Dido, unlike Caesar, has no ^{subterfuge} ulterior motives, other than gaining allies, and thus her leadership style can be characterized as empathetic, vastly different from Caesar's ruthless intelligence. Ultimately, Dido and Caesar display similar qualities when confronted by foreigners seeking safe passage through their lands. Both base judgement off of the past to make decisions with future implications. However, while Caesar exemplifies his savage shrewdness for commanding ^{his army} and crushing his enemies, Dido exudes empathy for those ~~needing~~ needing help. Although their responses differ, both Caesar and Dido ^{exemplify} ~~display~~ the wisdom of legendary leaders.

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AP[®] LATIN

2013 SCORING COMMENTARY

Question 3

Overview

This question tested students' ability to analyze how both Caesar and Dido (*Bellum Gallicum* 1.7 and *Aeneid* 1. 562-578) reveal their leadership styles.

Sample: 3A

Score: 5

- Strong essay throughout, but especially well thought out and fully developed argument for Vergil.
- The argument for Caesar is less well developed but still insightful.
- Both arguments are tightly and explicitly tied to specific parts of the passages. Throughout the essay points are made and accompanied by relevant and properly cited Latin.
- Handling of the Latin is very confident and accurate throughout. On p. 2, the difficult line 7 *nec tam ... ab urbi* is cited not only with a literal translation but also with an accurate paraphrase that links the citation more directly to the argument.
- Confidence with Latin is also shown by the student's good judgment about when and how to paraphrase longer passages. On p. 2: "She is reassuring because she says she will do this no matter where they wish to end up (*seu vos ... optatis Acesten*)." The paraphrase is sufficient to make the point and demonstrate an understanding of the Latin, so a full translation is unnecessary.
- Almost the entire Vergil passage is used somewhere in the argument. Less of Caesar is used, but still enough to count as "throughout."
- There are some minor errors, but they do not weaken the argument: less than accurate translation of *mihi nullo discrimine agetur* as "not driven by any distinction to her," but student still clearly understands the point and uses it effectively.

Sample: 3B

Score: 3

- Argues that both leaders act for the sole purpose of helping their own people but does not always explicitly show how the evidence of the passages supports that thesis.
- Describes Dido as hospitable but does not explain a connection to protecting her people.
- Latin is scanty. Some accurate citations for Caesar, both accurate and inaccurate for Vergil (e.g., - *sine Erycis ... Acesten* and *non obtunsa*).
- Argument concerning gender differences lacks support from the text.
- Inferences are limited or based on misunderstanding.

Sample: 3C

Score: 2

- Presents a main idea that suggests recognition of the passages (that both characters learn from the past), but argument is not developed.
- Provides almost no Latin support. Caesar lines 4-5 is summarized and somewhat misconstrued; correctly construes *inimico animo*.
- Very limited inferences.
- Includes general knowledge of the characters not included in the passages but does not refer sufficiently to the passages themselves.