AP® Latin
2013 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. *Hic*: here/in this place/at this time/at this juncture/ on this occasion
    ubi: where/in which place/in what place/when
    vides: you see/observe/perceive/discern/detect
2. *disiectas*: (having been) scattered/dispersed/separated; thrown/cast/hurled/tossed/rent (asunder/about/away/down); laid in ruins/destroyed/dashed to pieces/broken up/shattered/ smashed/dislodged/separated [must modify *moles*]
    moles: masses/foundations/ buildings/monuments/piles/structures/piers/heaps/mounds/ constructions
3. *que*: and
    avulsa: (having been) torn/pulled/ripped (apart/away/up); plucked/parted/rent (asunder)/ separated/dislodged/wrenched [must modify *saxa*]
    saxa: rocks/stones
4. *saxis*: from rocks/stones [accept with/by]
5. *mixto*: (having been) mixed/blended/intermingled [must modify *pulvere*]
    que: and [may also appear in segment #6]
    pulvere: <u>with</u> dust/ powder/ash [must show abl.; may be abl. abs]
6. *undantem*: rising (in waves)/surging/swelling/flowing/undulating/waving/rolling/billowing/ swirling/pouring/rippling [must modify *fumum*]
    fumum: smoke, steam, fume(s)
7. *Neptunus*: Neptune
    muros: walls/defenses/protections/safeguards/ramparts/bulwarks
    quatit: shakes/shifts/disturbs/agitates/causes to tremble/quake; beats/strikes/batters/pounds
8. *–que*: and [may also appear in segment #9]
    emota: (having been) moved (out)/removed/moved away/dislodged/displaced/overturned/disturbed [must modify *fundamenta*]
    fundamenta: foundations
9. *magno*: great/large/mighty/powerful/big/huge/famous [must modify *tridenti*]
    tridenti: with/by (means of) a trident/three- pronged/three-tined spear
10. *–que*: and [may also appear in segment #11 or #12)
    eruit: digs/tears/plucks/roots/rips/snatches (up/out); overthrows/destroys/demolishes/uproots/ razes/topples/ brings/throws down/dislodges/ruins/wrecks/knocks (over)
11. *totam*: the whole/entire/all (the) [must modify *urbem*]
    urbem: city [must be object of *eruit*]
12. *a*: from
    sedibus: seats/foundations/bases
13. *Hic*: here/in this place/at this time/at this juncture/on this occasion
    prima: first/as a leader/out in front [must modify *Iuno*]
    tenet: holds/has/seizes/possesses/controls
14. *Iuno*: Juno
    saevissima: most/very/__-est savage/raging/fierce/furious/ferocious/harsh/cruel/dire/violent [must modify *Iuno*]
15. *Scaeas*: Scaean/western/westward [not genitive] [must modify *portas*]
    portas: gates/doors/doorways/portals

1. Hic ubi vides				
2. disiectas moles				
3. avulsaque saxa				
4. saxis				
5. mixtoque pulvere				
6. undantem fumum				
7. Neptunus muros quatit				
8. -que emota fundamenta				
9. magno tridenti				
10. -que eruit				
11. totam urbem				
12. a sedibus				
13. Hic prima tenet				
14. Iuno savissima				
15. Scaeas portas				
Total				

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. *Pronuntiatur*: it is/was announced/pronounced/said/proclaimed/made known/declared/given out [must be translated as passive; may be translated as present or simple past but historical presents must be translated consistently: *pronuntiatur, consumitur,* and *excogitantur* should be rendered in the same tense]
   ituros: (that) they would/were about to/will (with present)/are going to go/leave/depart/march/set out/journey/travel [translation of *ituros* must indicate future action
2. *prima luce*: at/by first light/at dawn/at daybreak
3. *Consumitur*: was/is consumed/used up/spent/employed
   vigiliis: by/with/in watches/watchguards/night watches/night guards/patrols/vigil(s)/ attention/vigilance/wakefulness/sleeplessness
4. *reliqua*: remaining/that was left/that remained
   pars: part [*reliqua pars* must be construed as nominative and may be rendered as "the rest" or "the remainder"]
   noctis: of the night
5. *cum*: when/while/since/because
   quisque: each
   miles: soldier
6. *sua*: his (own) things/gear/stuff/belongings/possessions; what is his/his own/their own
   circumspiceret: looks (to, at, for, around)/inspects/surveys/examines/ considers/ponders/reviews/goes over [must be translated as passive; may be translated as present or simple past but historical presents must be translated consistently: *circumspiceret, posset,* and *cogeretur* must be rendered in the same tense]
7. *quid*: what/which
   posset: he is able/he can; he could/he would be able/he might be able
8. *secum portare*: to bring/carry/bear/transport/convey/take with him/them
9. *quid*: what/which (singular)
   relinquere: to leave/leave behind/abandon/let go/relinquish
   cogeretur: he is/was/would be compelled/forced/driven
10. *ex*: from/of/out of
    instrumento: tool(s)/equipment/apparatus/instrument(s)/gear/material(s)
    hibernorum: of the winter quarters/winter camp(s)
11. *Omnia*: all things/everything/ all reasons/all options
    excogitantur: are/were/is was considered/contrived/thought out/ thought about/thought of/thought through/devised/invented [not simply "thought"]
12. *quare*: why/for what cause/on what account/whether/how/for what reason
    nec maneatur: they/ it might not/could not/should not/would not remain/stay (or literally "it may not be remained") [*nec* may be construed with *maneatur* or with *sine periculo*; *maneatur* and *augeatur* must be rendered in the same tense]
13. *sine periculo*: without danger/risk/peril/jeopardy
14. *et*: and (not part of a "both . . . and" construction)
    periculum: danger/risk/peril/jeopardy [must be subject of *augeatur*]
    augeatur: would/might/may be increased/augmented/made greater [must be passive; must show subjunctive through verb form or construction]

15. *languore*: by/with the weakness/exhaustion/fatigue/tiredness/weariness/
   faintness/apathy/sluggishness/languor
   militum: of the soldiers
   et: and
   vigiliis: by the watches/nightwatches/watch guards/patrols/vigil(s)/vigilance/
   attention/wakefulness/sleeplessness

1. Pronuntiatur ituros				
2. prima luce				
3. Consumitur vigiliis				
4. reliqua pars noctis				
5. cum quisque miles				
6. sua circumspiceret				
7. quid posset				
8. secum portare				
9. quid relinquere cogeretur				
10. ex instrumento hibernorum				
11. Omnia excogitantur				
12. quare nec maneatur				
13. sine periculo				
14. et periculum augeatur				
15. languore militum et vigiliis				
Total				

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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.

	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.

Question 4

Subquestion **1** (1 point):

WHOM?— Mercury (but Hermes okay)
WHAT? — the appearance/visit of a god OR the command of the gods

Subquestion **2a** (1 point):

Possible physical effects were:
1. he is struck dumb or becomes silent; he does not talk; he is silent
2. his hair stands on end
3. his voice sticks/stuck in his throat; he lost his voice; his voice was gone; his voice falters; he was silenced

Subquestion **2b** (1 point):

The Latin support 2a (one of the following):
1. *obmutuit*
2. *arrectaeque horrore comae* (*horrore* could be omitted)
3. *vox faucibus haesit* (*faucibus* could be omitted)

Subquestion **3a** (1 point):

Fuga should be translated as "flight," "fleeing," or "escape" (must be rendered as a noun, not a verb); ignore any prepositions as it is the basic meaning we are after.

Subquestion **3b** (1 point):

Ablative case (specific type doesn't matter; ignore that information if provided)

Subquestion **4** (1 point):

Dactyl—Spondee—Dactyl—Dactyl—Dactyl—Spondee

- The line must be completely correct in its scansion. Copying of the Latin need not be perfect. The final foot can be rendered as a spondee or as long-short 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 below.
- 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."
- Note the elision in the fourth foot as students often miss this (but students need not specifically mark the elision to get credit).

Subquestion **5** (1 point):

Student may indicate one of the three questions; since it is not asked as a translation question, responses were acceptable if they render the question appropriate to the context (as a translation, as a first person statement, as a third person statement referring to Aeneas, or as a generalized question). Acceptable answers for three questions are as followed:

1) What should he do? What is he to do? What will he do? What is he supposed to do? What can he do? What could he do? "What should one do?" (This must be rendered as a deliberative question and the verb must be active.)
2) With what address should/would/could/will he/I dare to approach/go round the frenzied queen? *Adfatu* could be rendered as "speech" or "words," etc.
   The student must account for *ambire* and *adfatu*.
3) What first words/beginnings should/would/could/will he/I choose/take up? "How should he/I begin (the words/confrontation, etc.)?"

Subquestion **6** (1 point):

There were many possible answers to this. (Student must refer to an action that happened <u>later</u> in Book 4 or anything from their confrontation in Book 6.) Therefore, nothing from their initial interactions in Book 1 is acceptable.

Correct answers include:
- She expresses shock that he would think of leaving because in her mind they are married (or have a political alliance).
- She asked him to stay a little longer or delay his departure. Winter is not an ideal time to sail, and she does not yet have a baby by him. She also states that she wants time to get used to the idea of his departure.
- She tries to guilt-trip him into staying by recalling how she saved him and his companions, how she gave up other potential marriage possibilities, and how she fears a loss of her honor due to his leaving.
- She threatens to kill herself (but it is not acceptable simply to state that she did kill herself).
- Her threats and curses might scare Aeneas into staying; these could be considered part of her larger appeal to him.
- She asks Anna to go make an appeal to Aeneas on her behalf.
- She begs him not to leave.
- She reasons with him so that he won't go.

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Question 5

Subquestion **1** (1 point):

"To prepare those things which pertained to departing"
- Must account for *comparare* (prepare/obtain/acquire/ gather/buy/assemble)
- Must have some indication of *ea quae* (those things which/ what/that which)
- Must account for *ad proficiscendum* (for setting out/departing, to/for departure, to/for the journey, to/for the expedition)

Subquestion **2** (1 point):

Purpose clause

Subquestion **3** (1 point):

Two years

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

"For the purpose of accomplishing these things/to accomplish these things/for these things to be accomplished/ for the completion of these things"
- Must express purpose clearly
- Must reflect the plural of *eas res*
- *Conficiendas* = complete/ make ready/prepare/accomplish/finish/make/do/ attend to/carry out/put together/conduct/manage

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

 Gerundive/Future passive participle

Subquestion **5** (1 point):

Orgetorix

Subquestion **6** (1 point):

- They were not trustworthy (1.7)
- A Roman consul (Lucius Cassius) had been slain and/or the Roman army put under the yoke in 107 (1.12).
- They came close/crossed into the Roman province without permission (1.12).
- They were intending to march through the territory of the Ambarri, the Aedui, and the Allobroges (1.14).
- The Ambarri and the Aedui pleaded for help against the Helvetians (1.11-12).
- They were going to attack the Romans/They were a credible threat/Roman self defense (1.7).
- They did not comply with Roman requests and had to be punished (1.14).
- They attempted to expand their control over Gallia (1.3).
- Their departure from Helvetia and a possible advance of the threatening Germans into their vacant land could pose a threat to the Romans (1.28; 1.33).