

**AP<sup>®</sup> LATIN**  
**2014 SCORING GUIDELINES**

**Question 3**

	<b>Development of Argument/Analysis</b>	<b>Use of Latin</b>	<b>Inferences &amp; Conclusions</b>	<b>Contextual Knowledge</b>
<b>5</b> <b>Strong</b>	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.
<b>4</b> <b>Good</b>	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.
<b>3</b> <b>Average</b>	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)**

<b>2</b>  <b>Weak</b>	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.
<b>1</b>  <b>Poor</b>	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.
<b>0</b>  <b>Unacceptable</b>	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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In the first passage Caesar describes an ambush. The men had to quickly leave their camp and a few miles down the road they were ~~over~~ ambushed by the enemy. In the second ~~part~~ passage he describes the men fighting honorably. He judges their reactions and shows <sup>us</sup> what he values in both <sup>men were ordered</sup> leaders and soldiers.

Caesar... People...  
line 5-6

In the first passage, the <sup>leader</sup> ~~leader~~ ordered the men to drop <sup>their</sup> ~~their~~ <sup>and</sup> ~~their~~ <sup>stuff</sup> that they leave behind baggage and stand in a circle (line 1), however this did not work because ~~each~~ ~~single~~ ~~man~~ which of his (stuff) he held most dear he sought and snatched from the baggage. <sup>Caesar</sup> describes the men putting their possessions first and the value of their lives last. He does not describe their actions as being ~~virtuous~~ honorable, showing he is not happy with them. He mentions how "hope he loses hope for our soldiers" (*firmis nostris militibus spem minuit*) and because not with out great fear and desperation I seem to have made this (line 3-4, *quod... videbatur*), Caesar is showing how none of the men have hope and all are acting out in fear and desperation.

In contrast to the first passage, Caesar praises the men fighting in the second passage. He shows the men to ~~be~~ have such great virtue of the military soldiers, (*l. tanta militum virtus*). He mentions ~~with~~ no one falls back from the wall (*de vallo decedent nemo*) and that they all fight bitterly and most brave (*ac tum omnes acerrime fortissimeque pugnant*).

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

Caesar's judgment on these soldiers actions is very good. He shows them to have virtue and to be fighting very bravely. At the end he mentions that a great number of the enemy had been wounded and killed (line 6 ex... interficeretur). He is showing great praise.

Q Based on these two passages Caesar reveals his judgment and seems to value men who fight bravely, do not lose hope, stay at their position and do not think about their personal stuff. He continued to ~~repe~~ list everything that went wrong in the first passage and did not use words showing pride, honor or virtue. Instead he had a tone of disappointment and <sup>shame</sup> fear, something the Romans did not value. In the second passage however, Caesar is full of praise. The men showed the Roman <sup>pride</sup> and virtue. They did not give up and at the end of the day a lot of the enemy was wounded or killed. This was something Caesar was proud of. He also shows his ~~strong~~ judgment of the leaders. He mentions in the first passage how the leader did not think of an attack happening, while in the second passage the leader inspires the men. He values a leader the people will listen to and follow no matter what and who inspires the men with courage and hope.

*showed the fear of the soldiers*

*pride*

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Throughout the Gallic Wars, Caesar displays valor, swiftness, and intelligence in his battle techniques. ~~He~~ He encourages his men to fight bravely and remain together and in their ranks no matter what, for when they falter, they almost always lose. He also believes strongly in making swift, but calculated, decisions. Everything in battle is down to a science for Caesar, and he is always making sure his men follow the specific plan set out for them. In these two contrasting battle scenes, Caesar displays his beliefs about how a battle should be won.

His first and strongest belief is in "celeritas," swiftness. In the first passage, he refers to the enemy as "fighting swiftly," "hostes ad pugnam alacrioribus effecti." He justifies the loss of the soldiers by saying they were not accustomed to such fighting "non sine" and thus showing that they were ill-prepared. Caesar's belief is therefore not only in swiftness but also in ~~swift~~ calculated ~~and~~ actions <sup>influenced</sup> ~~inspired~~ by a prior knowledge of the enemy. ~~In the second passage, he praises the~~ ~~to~~ ~~Idh~~ ~~Abra~~ ~~passage~~ Through the use of "timore" and "desperatione," Caesar conveys his disappointment in the soldiers' inability to fight intelligently and his acknowledgment of the disaster poor planning brings. He also uses verbs such as "accidit" repeatedly, ~~or~~ "it happened" repeatedly, pushing the blame off of himself and his soldiers on an attempt to ~~make~~ separate himself from their poor planning. ~~He uses~~ ~~verbs~~ ~~in~~ ~~the~~ ~~perfect~~ ~~3rd~~ ~~person~~ ~~plural~~ "they did" to further

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Caesar also judges the soldiers by their bravery in the face of seemingly impossible obstacles. Caesar uses words such as "virtus" "fortissimeque" and "vallo" to describe the bravery of the soldiers in passage B. These words of bravery are interspersed with sentences such as "hic dies nostris longe gravissimus fuit" "these days were the most serious for us for a long time" conveying the true difficulty of the battle and the bravery of the soldiers during the ordeal. Hence, after this sentence on line 5 "Hic... fuit." he contrasts with "sed tamen" "but however" to show that his men weren't phased. He introduces the danger at the beginning of the passage, describing how flames were rising "flamma torquentur" and a number of spears were being thrown "telorum... procurrentur" and later says that no-one fell "nemo decedat" while many of the enemy soldiers were wounded or killed "ut eo... interficeretur" (line 6). The use of ut here also shows how Caesar's men were the cause of death for the enemy, thus showing Caesar's pride in the result of their valor.

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Lastly, Caesar believes in a sense of unity among his men. ~~And~~ Caesar criticizes his soldiers in the first passage and subsequently states that many soldiers left from their ranks "ut vulgo... discederent" (line 5). By revealing that his soldiers left their ranks and failed as a result, he is sharing his disappointment in their lack of organization. In the second passage, he uses the words "omnes" and "omnia" and "nostris" to convey a ~~stronger~~ stronger sense of unity among the more successful soldiers, judging them to be better and more virtuous as well as more united.

Thus, through his ~~accounts~~ <sup>accounts</sup> of both a successful and an unsuccessful battle, Caesar reveals his values in battle and judgments of the actions of his soldiers. Since the soldiers in the first passage do not hold their organized ranks and do not know their enemy, Caesar describes them as ~~scared, desperate, and hopeless~~ <sup>scared, desperate, and hopeless</sup> with the greatest fear and despair "summa... desperatione" (line 4) and with their hope taken away "nostris... minorit" (line 3). Meanwhile, he shows his appreciation for the soldiers of passage two, who fight against the most serious "gravissimus" conditions by calling them ~~brave~~ <sup>brave</sup> "virtus" and describing them as fighting most swiftly and bravely "omnes... pugnant" (lines 4-5). He ~~praises~~ <sup>praises</sup> these soldiers so much more because of their organization and unwillingness to give up. Thus, Caesar shows his battlefield values through these battle descriptions.

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~~The~~ Gaius Julius Caesar wrote Bella Gallica, or The Gallic Wars, so he could let Rome know of his heroic conquest of Gaul. While Caesar was a very intelligent general, his victories ~~also~~ can also be attributed (in some cases) to his soldiers' own judgement.

In Book V, the Romans were deceived by Ambiorix and ~~he~~ were lead into a trap. Caesar's legions suffered many casualties, but overall, he was very proud of the wise decisions that they made. It is very important in life to always do the right thing.

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**AP<sup>®</sup> LATIN**  
**2014 SCORING COMMENTARY**

**Question 3**

**Overview**

The question assessed students' ability to comprehend, analyze, and contextualize two thematically related passages from Caesar's *Bellum Gallicum*.

**Sample Identifier: 3A**

**Score: 4**

The student develops a good analysis, observing that whereas Caesar criticizes the actions of the soldiers in Passage A ["Caesar describes the men putting their possessions first and the value of their lives last. He does not describe their actions as being honorable, showing he is not happy with them"], Caesar praises the courage of the soldiers in Passage B ["He mentions no one falls back from the wall (de vallo decedet nemo) and that they all fight bitterly and most brave (ac tum omnes acerrime fortissimeque pugnarent)"]. Though the Latin citations are not plentiful, they effectively support the student's analysis.

**Sample Identifier: 3B**

**Score: 3**

The student develops an analysis, arguing that in Passage A Caesar criticizes the soldiers for a lack of readiness ["Through the use of 'timore' and 'desperation' Caesar conveys his disappointment in the soldier's inability to fight intelligently and his acknowledgement of the disaster poor-planning brings"], whereas in Passage B Caesar praises the soldiers ["for their valor and bravery just before using the word 'intellegent' to convey how they knew their enemy in addition to having valor"]. The Latin citations, though numerous, are sometimes inaccurately interpreted ["they were not accustomed to such fighting 'non sine' and thus showing that they were ill-prepared"] and do not always clearly support the student's argument.

**Sample Identifier: 3C**

**Score: 1**

The student understands the question and provides some correct, relevant information ["Caesar's legions suffered many casualties, but overall, he was very proud of the wise decisions that they made"] but offers no analysis and cites no Latin.