

2019

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AP[®] Latin

Scoring Guidelines

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Question 1

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

1. **O: O**
patria: fatherland, native land, homeland, land, country, home city
2. **O: O**
domus: house, household, home, dwelling (place), seat
3. **divum:** of the gods, divine (beings), divinities, deified (ones)
Ilium: Ilium, Troy [**must be vocative**]
et: and
4. **incluta:** famous, renowned, celebrated
bello: in/from/because of/for war, warfare, fighting, battle
5. **moenia:** walls, fortifications, barriers, bulwarks [**must be vocative**]
Dardanidum: of the Dardanians, Trojans [**or possessive**]; Trojan, Dardanian
6. **Quater:** four times
atque: and
quater: four times
7. **substitit:** halted, stopped, came to a stop, stood (firm), ceased (going), stuck, hesitated, remained (in place), tarried, stayed, became lodged/stuck/etc. [**must be third-person singular**]
8. **ipso:** itself, the very [**must modify *limine***]
9. **in:** on, at, in, upon
limine: threshold, beam, doorstep, doorway, door, sill, entrance, entryway, gateway, opening, boundary
portae: of the gate(s), door, entryway, opening [**or possessive**]
10. **arma:** arms, weapons, armor, implements/equipment (of war) [**must be nominative**]
dedere: gave, offered, presented, delivered, produced, caused, rendered, made (with *sonitum*)
11. **utero:** from/in the belly, abdomen, womb, uterus, internal cavities/places/etc., insides, innards, stomach
sonitum: sound, noise, rumbling, rattling, ringing, clatter, groan, roar, echo
12. **instamus:** we press on, continue, keep on, be urgent/act urgently, insist, urge on, persevere, persist [**or equivalent past tense**]
tamen: but, however, nevertheless, nonetheless, still, even so, in spite, all/just the same, yet
immemores: forgetful, unmindful, not remembering, heedless, lacking memory, forgetting, mindless
caeci: blind, blinded, unseeing, senseless, impaired (in judgement), undiscerning, unknowing, dull, stupid, unforeseeing, undirected, misdirected, uncertain
que: and

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Question 1 (continued)

13. **furore**: with/by/from/in/because of madness, delirium, frenzy, distress, rage, fury, anger, passion, zeal, excitement, fervor
14. **et**: and
monstrum: monster, portent, unnatural/awful/dreadful thing, prodigy, omen, horror, atrocity, beast, creature
infelix: unfortunate, misfortunate, unlucky, inauspicious, disastrous, ill-fated, fateful, unhappy, wretched, miserable, infelicitous, unprosperous, unfruitful, unproductive, **[must modify monstrum]**
15. **sacrata**: sacred, hallowed, holy, august, revered, inviolable, consecrated, devoted, enshrined, exalted, sanctified, made divine **[must modify arce]**
sistimus: we place, set (up/down/in place), (cause to) stand, erect, plant, station, put, fix, make firm, establish (in place) **[or equivalent past tense]**
arce: on/in/upon/at/within the citadel, fortification(s), strong point, city, fortress, stronghold, bulwark, defense, sanctuary, refuge, shelter, summit, peak

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Question 2

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

1. **hac:** this
oratione: by/with/from/because of (this) oration, speech, pleading, message, statement, utterance, discourse, address, oratory, argument; by/from/because of these words
adducti: persuaded, prompted, motivated, led, brought (along/etc.), attracted, drawn, induced, influenced, convinced, moved
2. **inter:** between/among/to/with
se: themselves, one another, each other
3. **fidem:** trust, loyalty, guarantee, promise, assurance, evidence, confirmation, proof, certainty, fidelity, credit, (good) faith, pledge, allegiance, protection, confidence, credibility, trustworthiness, reliability, belief, conviction, credence [**must be rendered as direct object of *dant***]
et: and
ius iurandum: oath [**must be rendered as direct object of *dant***]
4. **dant:** they give, confer, make, bestow, present, offer, produce, swear [**or equivalent past tense**]
(et): and
5. **(et):** and
regno: (with) the kingship, (ruling) power, monarchy, throne, rule, (royal) sway, tyranny, (political) control, dominion, kingdom, realm, domain
occupato: (having been) claimed, seized, grasped, appropriated, taken, gotten, possessed, occupied, assumed, made their own
[**Ablatives absolute may be rendered as subordinate clauses; however, the tense, voice, and number of the participle must be rendered accurately.**]
6. **per:** through, by (means/reason of)
tres: three (of)
7. **potentissimos:** most/very/extremely/etc. powerful, potent, capable, influential, mighty, strong, efficacious, effective [**must be superlative**]
ac: and
firmissimos: most/very/extremely/etc. strong, stout, durable, robust, sturdy, firm, sound, fit, secure, substantial, solid, powerful, stable, resolute, determined, steadfast, confident, bold, fearless, staunch, reliable, unflinching [**must be superlative**]
populos: people, populations, communities, nations, societies, populaces, tribes, groups (of people)
[**must be construed with *per***]
8. **totius:** (of) the whole of, all, the entirety of
Galliae: Gaul

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Question 2 (continued)

9. **sese:** (that) they, themselves
potiri: to take possession of, gain control of, make (themselves)/become master of, obtain (control of), capture, get hold of, attain, acquire, possess, control
posse: (they) are/will be /would be able, can/could; to be able
sperant: they hope, expect, look forward to, anticipate [**or equivalent past tense**]
10. **res:** thing, matter, affair, situation, fact, deed, activity, business, circumstance
11. **ea:** this, the
est enuntiata: is/was announced, declared, related, made known, disclosed, divulged, expressed, stated, asserted, proclaimed, articulated
Helvetiis: to the Helvetians
12. **per:** through, by
indicium: disclosure, information, intelligence, evidence, indication
13. **moribus:** by/from/(in accordance) with/in/because of (established) practice(s), custom(s), usage(s), tradition(s), habit(s), moral(s), ethic(s), mores, manner(s), way(s), fashion(s)
suis: their (own), of them(selves)
14. **ex:** from, out of, with, in
vinculis: bonds, chains, fetters, shackles, fastenings, restraints
15. **Orgetorigem:** Orgetorix
causam: case, cause, judicial proceeding, trial, claim, reason, excuse, pretext, ground, justification, motive, purpose
dicere: speak, state, plead, talk, tell, say, declare, assert
coegerunt: compelled, bound, drove, forced, constrained, summoned [**or true perfect**]

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Question 3

	Development of Argument/Analysis	Use of Latin	Inferences & Conclusions	Contextual Knowledge
5 Strong	The student develops a <u>strong</u> essay about enemy strategies and <u>consistently aligns it to Latin evidence.</u> Occasional errors need not weaken the overall impression of the essay.	The student uses <u>copious examples of accurate, specific, and relevant Latin,</u> properly cited, drawn <u>from throughout both passages.</u>	The student <u>consistently uses inferences and draws conclusions</u> that accurately reflect the Latin and support the analysis.	The student <u>uses specific contextual references</u> consistently in order to support the analysis.
4 Good	The student develops a <u>good</u> essay about enemy strategies, <u>providing main ideas and some supporting details.</u> Although the <u>analysis may not be nuanced,</u> it is based on a sound understanding of the Latin.	The student <u>provides examples of Latin that are generally accurate,</u> specific, and relevant, properly cited; <u>while not plentiful, they are drawn from throughout both passages.</u>	The student makes some inferences and draws some conclusions that accurately reflect the Latin and support the analysis. The student <u>may rely only on what is stated, or may make inaccurate inferences.</u>	The student <u>uses some specific contextual references</u> that support the analysis.
3 Average	The student develops an <u>adequate</u> essay about enemy strategies. The answer <u>reflects some understanding of the passage OR the essay may be strong for one passage but weak for the other.</u> Analysis (1) may not be well developed, (2) may rely on main ideas but few supporting details, or (3) may be more summary than analysis.	The student <u>may provide few accurate Latin citations;</u> they may not be linked to the analysis or may fail to support it.	The student <u>may display only limited understanding</u> of implied information.	The student <u>may sometimes misunderstand contextual references</u> or fail to connect them effectively to the analysis.

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Question 3 (continued)

	Development of Argument	Use of Latin	Inferences & Conclusions	Contextual Knowledge
2 Weak	The student <u>recognizes the passage(s) but presents only a weak essay.</u> It may be confusing and lack organization or may rely on summary. It addresses (1) only portions of each passage or (2) addresses one passage well but the other not at all.	The student <u>provides little Latin support,</u> which is taken out of context or misunderstood, or the student <u>may use no Latin.</u>	The student <u>may make incorrect assumptions</u> or make inferences and conclusions based on the passages only rarely.	The student <u>may show no understanding or a thorough misunderstanding of context;</u> references to context, if any, are irrelevant.
1 Poor	The student <u>understands the question but offers no meaningful analysis.</u> Although the student may not recognize the passages, the response <u>contains some correct, relevant information.</u>	The student <u>cites no Latin or only individual Latin words</u> and exhibits either no understanding of the Latin in context or a complete misunderstanding.	The student <u>does not draw inferences</u> and conclusions based on the passages.	The student <u>shows no understanding or a thorough misunderstanding of context</u> and provides no meaningful discussion of context or contextual references.
0 Unacceptable	The student offers a <u>response that is totally irrelevant, totally incorrect, or merely restates the question.</u>	The student <u>demonstrates no understanding of Latin in context.</u>	The student <u>does not draw inferences</u> or conclusions based on the passages.	The student <u>shows no understanding or a thorough misunderstanding of context</u> and provides no meaningful discussion of context or contextual references.

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Question 4

8 points total

Subquestion 1 (1 point):

simile
metaphor

Subquestion 2a (1 point):

lead out/escort the young bees out
stuff/pack/compress flowing honey
swell/fill out/fill to bursting/fill/stretch the cells with sweet nectar; put/place sweet nectar in the cells
receive the burdens of those arriving/coming in

Subquestion 2b (1 point):

gentis adultos educunt fetus
liquentia mella stipant
dulci distendunt nectare cellas
onera accipiunt venientum

Subquestion 3a (1 point):

a line/column/procession (of battle) (having been) formed/made

Subquestion 3b (1 point):

ablative absolute

Subquestion 4 (1 point):

— —|— —|— ∪ ∪|— —| — ∪ ∪|— —|
ignavum fucos pecus a praesepibus arcent
spondee-spondee-dactyl-spondee-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 an anceps.

The student may put long and short marks over the Latin syllables or write out the names of each metrical unit. If the student offers both styles of scansion and they do not match, the better version will count.

Subquestion 5 (1 point):

The Punic War(s)/Carthaginian War(s)/Third Punic War

Subquestion 6 (1 point):

Turnus

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Question 5

7 points total

Subquestion 1 (1 point):
genitive singular

Subquestion 2 (1 point):
marriage
dowry

Subquestion 3 (1 point):
all of it

Subquestion 4 (1 point):
(they) have the power of/control over life and death

Subquestion 5a (1 point):
natus: (having been) born
loco: in/from/to/of place, rank, position
illustriore: rather/more conspicuous, illustrious, noble, notable

Subquestion 5b (1 point):
ablative

Subquestion 6 (1 point):
suspicious death of the husband