

2022

AP[®]

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AP[®] Latin

Scoring Guidelines

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Question 1: Translation: Vergil**15 points**

For every correctly translated segment, award one point. The response must correctly translate all words in a given segment to receive credit for that segment.

1	Navem: ship, vessel, boat nullam: no, not any [must modify <i>navem</i>]	1 point each
2	in: in, within conspectu: sight, view	
3	tres: three [must modify <i>cervos</i>] litore: on/along/by/at the shore, on/along the beach, on/along the coast cervos: deer(s), stags [must be accusative] errantes: wandering, walking, straying, going, running, moving, roving, lingering [must modify <i>cervos</i>]	
4	prospicit: he/Aeneas sees, looks out at, sights, watches, spots [can be translated in past tense]	
5	hos: these, them [must be accusative] sequuntur: follows, accompanies, pursues [can be translated in past tense]	
6	tota: (the) whole, all of, the entire [must modify <i>armenta</i>] armenta: (the) herd(s), (the) group, flock(s), drove(s)	
7	a tergo: from behind, from the back, from the rear behind/after [taken adverbially]	
8	(et): (and) longum: long, stretched out [modifies <i>agmen</i>] agmen: the group, herd, (battle) line, array, flock, column [must be nominative] pascitur: grazes, feeds, eats [can be translated in the past tense]	
9	(et): (and) per: through(out), along valles: the valley(s)	
10	Constitit: he/Aeneas stopped, halted, paused, stayed, remained, stood, rested, settled [can be translated in the present tense] hic: here, there, in this place; this (man)	
11	arcum: (Aeneas'/his/the/a) bow [must be accusative] celeris: swift, fast, speeding, speedy, quick [must modify <i>sagittas</i>] sagittas: arrows, darts [must be accusative]	
12	-que ... que: (both) ... and	
13	manu: with/by means of his/a hand(s), in his/a hand(s) corripuit: (he/Aeneas) seized, snatched up/out, laid hold of, pulled out, grasped, grabbed, collected, gathered	
14	fidus: faithful, trusty, loyal [must modify <i>Achates</i>] Achates: Achates [must be nominative]	

15 **quae**: which [must modify *tela*]

tela: weapon(s), arms, missile(s), javelin(s), spear(s), dart(s) [must be accusative]

gerebat: he/Achates carried/was carrying, bore/was bearing, wore/was wearing,
held/was holding

Total for question 1

15 points

Question 2: Translation: Caesar**15 points**

For every correctly translated segment, award one point. The response must correctly translate all words in a given segment to receive credit for that segment.

<p>1 His: these [must modify <i>rebus</i>] rebus: by (means of)/because of/with/through things, events, (state of) affairs, matters, conditions, business, situation, considerations (et): (and) auctoritate: by (means of)/because of/with/through (the) authority, influence, reputation, judgment, power, advice, order, command Orgetorigis: of Orgetorix, Orgetorix's</p>	1 point each
<p>2 adducti: persuaded, convinced, led (on), induced [must modify subject of <i>constituerunt</i>] (et): (and) permoti: moved, influenced, inspired, stirred up, (a)roused [must modify subject of <i>constituerunt</i>]</p>	
<p>3 constituerunt: they/the people/the Helvetians decided to, determined to, planned to, established</p>	
<p>4 comparare: prepare, gather, collect, bring together, get hold of, secure, acquire, buy, obtain, procure</p>	
<p>5 ea quae: (those/these) things which/that, those/these (materials) which/that, that which, what(ever) [if <i>ea quae</i> taken as single unit] [<i>quae</i> must be nominative]</p>	
<p>6 ad proficiscendum: (to/for) departing/departure, setting out, proceeding, leaving, going, journey, migration pertinerent: pertain(ed), relate(d), concern(ed), are/were pertinent</p>	
<p>7 quam maximum numerum: the greatest number/amount, maximum (possible) number/amount, as great/large a number/amount (as possible) [must be accusative] coemere: to buy (up)</p>	
<p>8 iumentorum: of pack animals, beasts of burden, mules et: and carrorum: (of) wagons, carts, cars, vehicles, carriages, caravans</p>	
<p>9 sementes quam maximas: the greatest/most/maximum (possible) planting(s)/sowing(s)/seeding(s), as many plantings/sowings/seedings (as possible), as much planting as possible facere: to make, do, perform, complete</p>	
<p>10 ut: such that, so (that), in order that suppeteret: (might, there might, would) be at hand, be present, be available, be in store, be sufficient, be enough, be in supply, be ample, suffice</p>	

<p>11 <i>copia</i>: plenty, an abundance, a supply/supplies, resource(s), the quantity of, the amount <i>frumenti</i>: of grain(s), crops, corn</p>	
<p>12 <i>in</i>: on, for, in <i>itinere</i>: the journey, the trip, path, road, way [scored for definitions only]</p>	
<p>13 <i>confirmare</i>: to confirm, strengthen, develop, build up, reassure, (re)affirm, secure, encourage, establish, declare, ensure</p>	
<p>14 <i>pacem</i>: peace [must be accusative] <i>et</i>: and <i>amicitiam</i>: friendship, alliance, friendliness, companionship [must be accusative]</p>	
<p>15 <i>cum</i>: with <i>proximis</i>: the(ir) nearest, closest, near(by), close, neighboring [must modify <i>civitatibus</i>] <i>civitatibus</i>: communities, cities, towns, people(s), states, nations, tribes, groups, civilizations</p>	
<p>Total for question 2</p>	<p>15 points</p>

Question 3: Analytical Essay

5 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

	0 Unacceptable	1 Poor	2 Weak	3 Average	4 Good	5 Strong
DEVELOPMENT OF ARGUMENT/ANALYSIS	The student offers a <u>response that is totally irrelevant, totally incorrect, or merely restates the question.</u>	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>recognizes the passage(s) but presents only a weak essay.</u> It may be confusing and lack organization, or it may rely on summary. It addresses (1) only portions of each passage, or (2) one passage well, but the other not at all.	The student develops an <u>adequate</u> essay analyzing the messages and how they are conveyed. The essay <u>reflects some understanding of the passages, 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 develops a <u>good</u> essay analyzing the messages and how they are conveyed, <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 develops a <u>strong</u> essay analyzing the messages and how they are conveyed and <u>consistently aligns it to Latin evidence.</u> Occasional errors need not weaken the overall impression of the essay.
USE OF LATIN	The student <u>demonstrates no understanding of Latin in context.</u>	The student cites <u>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>provides little Latin support,</u> taken out of context or misunderstood; or <u>may use no Latin.</u>	The student <u>may provide few accurate Latin citations from either passage;</u> they may not be linked to the analysis or may fail to support it. Latin support may be strong for one passage but weak for the other.	The student <u>supports their argument with examples of Latin that are mostly accurate, specific, and relevant.</u> While they are <u>not plentiful, the examples are drawn from throughout both passages.</u>	The student <u>supports their argument with examples of Latin that are plentiful, accurate, specific, and relevant.</u> The Latin <u>examples must be drawn from throughout both passages.</u>
INFERENCES & CONCLUSIONS	The student <u>does not draw inferences</u> and conclusions based on the passages.	The student <u>does not draw inferences</u> and conclusions based on the passages.	The student <u>may make incorrect assumptions</u> or make inferences and conclusions based on the passages only rarely.	The student <u>may display only limited understanding</u> of implied information.	The student makes some inferences and draws some conclusions that accurately reflect the Latin and support the analysis. <u>The student may rely on what is stated or may make inaccurate inferences.</u>	The student <u>consistently uses inferences and draws conclusions</u> that accurately reflect the Latin and support the analysis.
CONTEXTUAL KNOWLEDGE	The student <u>shows no understanding or a thorough misunderstanding of context</u> and provides no meaningful discussion of context or contextual references.	The student <u>shows no understanding or a thorough misunderstanding of context</u> and provides no meaningful discussion of context or contextual references.	The student <u>may show no understanding or a thorough misunderstanding of context;</u> references to context, if any, are irrelevant.	<u>The student may sometimes misunderstand contextual references</u> or fail to connect them effectively to the analysis.	The student <u>uses specific contextual references</u> that support the analysis.	The student is able to <u>use specific contextual references</u> consistently in order to support the analysis.

Question 4: Short-Answer: Vergil**8 points**

1	<i>comprime</i> : stop, check, control, hold (back) [must be imperative] <i>gressum</i> : (your) walking, step, advance [must be accusative]	1 point
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2	<p style="text-align: center;">— ◡ ◡ — ◡ ◡ — ◡ ◡ — — — ◡ ◡ — —</p> <p>corpora viva nefas Stygia vectare carina</p>	1 point
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dactyl-dactyl-dactyl-spondee-dactyl-spondee

Additional Notes:

The line must be completely correct in its scansion. Copying of the Latin need not be perfect. The final foot may be rendered as a spondee, or as a long-short, or as a long-anceps (X).

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

3A	<i>euntem</i> : going, walking, traveling; as he/Hercules went, walked, travelled	1 point
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3B	present	1 point
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4A	born (from (the) gods) OR unconquerable (in (their) strength)	1 point
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4B	(<i>dis</i>) <i>geniti</i> OR <i>invicti</i> (<i>viribus</i>)	1 point
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5	Persephone, Proserpina	1 point
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6	Palinurus, helmsman	1 point
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Total for question 4 8 points

Question 5: Short-Answer: Caesar**7 points**

1A	Quibus: with/when/after/because/since these, this, that, which [must modify <i>rebus</i>] rebus: thing(s), matter(s), situation, business cognitis: having been/were/had been learned, understood, recognized, known, discovered	1 point
1B	ablative absolute	1 point
2	the Romans lacked food/grain the Romans lacked cavalry troops the Romans lacked ships the Romans had few soldiers the Romans had a small camp	1 point
3	factu: to do, with respect to doing	1 point
4	the Romans, Roman soldiers, Caesar’s soldiers/men, legions	1 point
5	to defeat the Romans to keep them (the Romans) from returning/escaping to ensure that the Romans (or anyone else) will never cross over to attack again/cross into Britain to make war again	1 point
6	Boudic(c)a	1 point
Total for question 5		7 points