AP® Latin
Scoring Guidelines

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	***Haec***: this, these ***omnis***: all (of), whole, entire	**1 point each**
2	***quam***: which, that, who(m), what ***cernis***: you see, perceive, discern [or equivalent past tense]	
3	***inops***: needy, wretched, helpless ***inhumataque***: and unburied ***est***: is, are [or equivalent past tense]	
4	***turba***: crowd, mass, uproar, confusion, disturbance [scored for definition only]	
5	***portitor***: boatman, ferryman ***ille***: that (man/person/one), he ***Charon***: Charon	
6	***hi***: these (men/people), they ***sepulti***: buried (people/ones)	
7	***quos***: who(m), which, that [must be direct object of *vehit*] ***vehit***: carries, conveys, transports, bears [or equivalent past tense] ***unda***: the wave(s), the water(s) [must be subject of *vehit*]	
8	***Nec***: Nor, (and) … not ***datur***: one/he/it is permitted, allowed, granted, given [or equivalent past tense] ***transportare***: to carry, transport, convey, take, move (them) (across/over)	
9	***ripas***: bank(s), shore(s) [must be accusative] ***horrendas***: horrible, dread(ful), terrible, horrific [must modify *ripas*] (***et***): and	
10	(***et***): and ***rauca***: loud, roaring [must modify *fluenta*] ***fluenta***: river(s), stream(s), flow(s), flood(s) [must be accusative]	
11	***prius quam***: before, earlier than, sooner than ***quierunt***: have rested, rested, rest	
12	***sedibus***: in/on their seat(s), tomb(s), ground(s), place(s) ***ossa***: bones [must be subject of *quierunt*]	
13	***Centum***: (For) one hundred, (for) a hundred ***annos***: years [must be accusative of duration of time]	
14	***errant***: they wander, roam, err, stray, go astray [or equivalent past tense] ***volitantque***: and they fly, flit, flutter, hover [or equivalent past tense] (***circum***): around, about	
15	***haec***: these, this [must modify *litora*] ***litora***: shore(s), beach(es), bank(s), coast(s) [must be object of *circum*] (***circum***): around, about	

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.

1	**Commisso:** (having been) joined, begun, started, committed, engaged, undertaken **proelio:** (with) battle, fight, conflict [Ablatives absolute may be rendered as subordinate clauses; however, the tense, voice, and number of the participle must be rendered accurately.]	**1 point each**
2	**diutius**: (any) longer, for a longer time, for very long **impetum**: attack, assault, rush, charge [must be direct object of *ferre*] **ferre:** (to) bear, endure, tolerate, sustain, resist, hold, carry	
3	**nostrorum**: of our [must modify *militum*] **militum**: soldiers, military [or possessive]	
4	**hostes**: enemy, enemies, foe(s) [must be subject of *potuerunt*] **non potuerunt**: was/were not able, unable; could not **(ac)**: and	
5	**(ac)**: and **terga verterunt**: (they) turned (their) back(s), fled, ran away	
6	**Quos**: who(m), (and) them, these, those (men) [must be direct object of *secuti*] **secuti**: having followed, pursued, chased; when/after they (had) followed, pursued, chased	
7	**tanto**: for/by/along/over/with/in as/so great, as/so much [must modify *spatio*] **spatio**: distance, space, extent, interval **quantum**: as, as/so great as, as/so much as	
8	**cursu**: by/with/in/on running, speed, haste, course **et**: and **viribus**: by/with strength(s), force(s), power(s)	
9	**efficere**: (to) do, complete, bring about, effect, accomplish, cover **potuerunt**: they were able, they could; have been able	
10	**complures**: (very/a great) many, several, more than one, (quite) a few **ex**: from, (from out) of, (from) among **eis**: them, these (people, men) [must be object of *ex*]	
11	**occiderunt**: they killed, cut down, struck down, slaughtered, murdered, slayed, slew	
12	**(omnibus):** all, every [must modify *aedificiis*] **aedificiis:** (with) buildings, edifices, structures **incensis**: (having been) burned (up/down), set on fire [Ablatives absolute may be rendered as subordinate clauses; however, the tense, voice, and number of the participle must be rendered accurately.]	
13	**(omnibus):** all, every [must modify *aedificiis*] **longe:** far, distant(ly) **lateque**: and wide(ly), broad(ly)	

	[or *longe lateque* may be taken together as a unit: on all sides, everywhere]	
14	*in*: into, to, in *castra*: camp(s) [scored for definitions only]	
15	*deinde*: then, next, afterwards, from there *se . . . receperunt*: they recovered/received (themselves), withdrew (themselves), drew (themselves) back, retreated, returned, escaped, fled, receded	

Total for question 2   **15 points**

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 **response that is totally irrelevant, totally incorrect, or merely restates the question.**	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 **recognizes the passage(s) but presents only a weak essay**. 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 **adequate** essay analyzing the descriptions of actions and/or thoughts. The essay **reflects some understanding of the passages, OR** the essay **may be strong for one passage but weak for the other.** 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 **good** essay analyzing the descriptions of actions and/or thoughts, **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 develops a **strong** essay analyzing the descriptions of actions and/or thoughts and **consistently aligns it to Latin evidence.** Occasional errors need not weaken the overall impression of the essay.
USE OF LATIN	The student **demonstrates no understanding of Latin in context.**	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 **provides little Latin support,** taken out of context or misunderstood; or **may use no Latin.**	The student **may provide few accurate Latin citations from either passage;** 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 **supports their argument with examples of Latin that are mostly accurate, specific, and relevant.** While they are **not plentiful, the examples are drawn from throughout both passages.**	The student **supports their argument with examples of Latin that are plentiful, accurate, specific, and relevant.** The Latin **examples must be drawn from throughout both passages.**
INFERENCES & CONCLUSIONS	The student **does not draw inferences** and conclusions based on the passages.	The student **does not draw inferences** and conclusions based on the passages.	The student **may make incorrect assumptions** or make inferences and conclusions based on the passages only rarely.	The student **may display only limited understanding** of implied information.	The student **makes 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 **consistently uses inferences and draws conclusions** that accurately reflect the Latin and support the analysis.
CONTEXTUAL KNOWLEDGE	The student **shows no understanding or a thorough misunderstanding of context** and provides no meaningful discussion of context or contextual references.	The student **shows no understanding or a thorough misunderstanding of context** and provides no meaningful discussion of context or contextual references.	The student **may show no understanding or a thorough misunderstanding of context;** references to context, if any, are irrelevant.	**The student may sometimes misunderstand contextual references** or fail to connect them effectively to the analysis.	The student **uses specific contextual references** that support the analysis.	The student is able to **use specific contextual references** consistently in order to support the analysis.

Question 4: Short-Answer: Vergil · 7 points

1	Aeneas	**1 point**

2	— —|— ∪ ∪|— ∪ ∪|— ∪ ∪|— ∪ ∪ |— — O passi graviora, dabit deus his quoque finem spondee-dactyl-dactyl-dactyl-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.	**1 point**

3	Scylla's rage, Scylla, rage, madness, (deeply sounding) rocks, cliffs, crags, stones, Cyclops's boulders, Cyclops, monsters, things thrown (by the Cyclops)	**1 point**

4A	*meminisse***:** to remember, to have remembered; that we remember, that we have remembered *iuvabit*: (it) will/shall be good; (it) will/shall be pleasing; (it) will/shall help	**1 point**

4B	future	**1 point**

5	Latinus	**1 point**

6	call back/recall/restore your courage, be courageous OR send away your fear, don't be afraid OR endure, stay the course, hang on OR save/preserve/take care of yourselves [exact vocabulary words not required]	**1 point**

Total for question 4   7 points

Question 5: Short-Answer: Caesar   8 points

1	They throw (flaming/heated) clay balls, javelins, things, weapons, projectiles OR They lit projectiles, houses, tents	**1 point**
2A	wind, the straw roofs	**1 point**
2B	*venti, ignem comprehenderunt*	**1 point**
3A	with the/a greatest/very great/very loud/loudest/huge shout(ing)/yell(ing)/noise/cry(ing)/uproar	**1 point**
3B	manner, means, circumstantial; ablative absolute	**1 point**
4	They began to climb/go up/ascend the rampart(s)/wall(s)/fortification(s)/entrenchment(s)/trench(es)	**1 point**
5	Quintus/Cicero	**1 point**
6	Alesia or a sufficient description of the battle	**1 point**

Total for question 5   8 points