



Scoring Guidelines

Question 1: Translation: Vergil

Charon complains.

Umbrarum hic locus est, somni noctisque soporae:
corpora viva nefas Stygia¹ vectare carina.²
Nec vero Alciden³ me sum laetatus euntem
accepisse lacu, nec Thesea⁴ Pirithoumque,
5 dis⁵ quamquam geniti atque invicti viribus essent.

¹Stygius, -a, -um: Stygian, of the river Styx

²carina, -ae, f.: boat

³Alciden: acc. sing. of Alcides, -ae, m.: Hercules

⁴Thesea: acc. sing. of Theseus, -eos, m.: Theseus

⁵dis = de

Aeneid 6. 390-394

Translate the passage above as literally as possible.

Scoring Guidelines for Question 1: Translation: Vergil

15 points

Skills: 2.A 2.B 2.C 2.D

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 | Umbrarum: of shadows/shades/ghosts | 1 point each |
| 2 | hic locus est: this is a/the place/region | |
| 3 | somni: of sleep/slumber | |
| 4 | noctis -que soporae: and of drowsy/sleepy night | |
| 5 | corpora viva: living bodies | |
| 6 | nefas vectare: [it is] an abomination/a crime/impious/forbidden to carry/transport | |
| 7 | Stygia carina: in/by means of the Stygian boat/ferry | |
| 8 | Nec . . . nec: neither/and not . . . nor/and not | |
| 9 | vero sum laetatus: indeed I was (not) delighted/joyful/happy/did (not) rejoice/like it | |
| 10 | me accepisse: that I (had) accepted/received/boarded | |
| 11 | Alciden euntem lacu: Alcides/Hercules going on the lake/pool/water | |
| 12 | Thesea Pirithoum -que: (nor) Theseus and/or Pirithous [must be construed as direct objects of accepisse] | |
| 13 | quamquam essent: although they were | |
| 14 | dis geniti: born of/from gods | |
| 15 | atque invicti viribus: and unconquered/undefeated in strength/might | |

Total for question 1

15 points

Question 3: Analytical Essay

(A)

Quod ubi Caesar animadvertit, naves longas, quarum et species erat barbaris inusitatio et motus ad usum expeditior, paulum removeri ab onerariis navibus et remis incitari et ad latus apertum hostium constitui atque inde fundis, sagittis, tormentis hostes propelli ac submoveri iussit; quae res magno usui nostris fuit. Nam et navium figura et remorum motu et inusitato genere tormentorum permoti barbari constiterunt ac paulum modo pedem rettulerunt. Atque nostris militibus cunctantibus, maxime propter altitudinem maris, qui decimae legionis aquilam ferebat, contestatus deos, ut ea res legioni feliciter eveniret, "Desilite," inquit, "milites, nisi vultis aquilam hostibus prodere; ego certe meum rei publicae atque imperatori officium praestitero." Hoc cum voce magna dixisset, se ex navi proiecit atque in hostes aquilam ferre coepit.

Bellum Gallicum 4. 25

(B)

Maximus Ilioneus placido sic pectore coepit:

"O regina, novam cui condere Iuppiter urbem
iustitiaque dedit gentes frenare superbas,

Troes te miseri, ventis maria omnia vecti,

5 oramus: prohibe infandos a navibus ignes,
parce pio generi, et propius res aspice nostras.

Non nos aut ferro Libycos populare Penates
venimus, aut raptas ad litora vertere praedas;
non ea vis animo, nec tanta superbia victis.

...

10 Quod genus hoc hominum? Quaeve hunc tam barbara morem
permittit patria? Hospitio prohibemur harenae;
bella cient primaque vetant consistere terra.
Si genus humanum et mortalia temnitis arma,
at sperate deos memores fandi atque nefandi."

Aeneid 1. 521-529, 539-543

In the passages above, Romans and Trojans face difficulties in coming to shore safely. In a well-developed essay, analyze how they each attempt to overcome these difficulties.

BE SURE TO REFER SPECIFICALLY TO THE LATIN **THROUGHOUT** THE PASSAGES TO SUPPORT THE POINTS YOU MAKE IN YOUR ESSAY. Do NOT simply summarize what the passages say.

(When you are asked to refer specifically to the Latin, you must write out the Latin and/or cite line numbers AND you must translate, accurately paraphrase, or make clear in your discussion that you understand the Latin.)

General Scoring Notes

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

Scoring Guidelines for Question 3: Analytical Essay Skills: 1.I 4.A 4.B 5.A 5.B 5.C 5.D 5.E

5 points

| | 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 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 about how the Romans and Trojans attempt to overcome difficulties of coming safely to shore. The answer 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) it may be summary more than analysis. | The student develops a good essay about how the Romans and Trojans attempt to overcome difficulties of coming safely to shore, 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 about how the Romans and Trojans attempt to overcome difficulties of coming safely to shore 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 have few accurate Latin citations; they may not be linked to the analysis or may fail to support it. | The student uses examples of Latin that are generally accurate, specific, relevant, and properly cited: while they are not plentiful, they are drawn from throughout both passages. | The student uses copious examples of accurate, specific, and relevant Latin, properly cited, drawn from throughout both passages. |
| INFERENCES & CONCLUSIONS | The student does not make inferences and conclusions based on the passages. | The student does not make 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 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 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 is able to use some specific contextual references that support the analysis. | The student is able to use specific contextual references consistently in order to support the analysis. |

Question 5: Short-Answer: Caesar

- Post diem quartum quam est in Britanniam ventum, naves XVIII quae equites sustulerant, ex superiore portu leni vento solverunt. Quae cum adpropinquarent Britanniae et ex castris viderentur, tanta tempestas subito coorta est ut nulla earum cursum tenere posset, sed aliae eodem unde erant profectae referrentur, aliae ad inferiorem partem insulae quae est propius solis occasum, magno sui cum periculo deicerentur.

Bellum Gallicum 4. 28

Answer the following questions in English unless the question specifically asks you to write out Latin words. Number your answer to each question.

1. According to lines 1-2 (naves . . . solverunt), what were the ships transporting?
2. According to lines 1-2 (naves . . . solverunt), what were the atmospheric conditions when the ships set sail?
3. Translate in context the word cum (line 2).
4. What kind of clause is introduced by ut (line 3)?
5. (A) Translate in context the words eodem unde (line 4) and (B) identify the case of eodem.
6. To which part of Britannia were some of the ships cast down (deicerentur, line 6) by the storm?
7. Which Roman emperor finally conquered Britannia and made it a Roman province?

Scoring Guidelines for Question 5: Short-answer: Caesar

8 points

Skills: 1.C 1.I 2.A 2.B 2.C 3.A

| | | | |
|------|--|-----------------------------|-----------------|
| 1 | Cavalry/horsemen/mounted soldiers/knights | 1 point | 1.I |
| 2 | There was a mild wind/light breeze. | 1 point | 2.A |
| 3 | “when” | 1 point | 2.C |
| 4 | Result clause | 1 point | 1.C |
| 5(A) | “to the same place from where/whence” | 1 point | 2.A 2.B 2.C |
| 5(B) | Dative | 1 point | 1.C |
| 6 | The lower part of the island (toward the west) | 1 point | 1.I |
| 7 | Claudius | 1 point | 3.A |
| | | Total for question 5 | 8 points |