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	***-que … -que:*** (both/and) … and	**1 point each**
2	***insequitur:*** follows, comes after, ensues ***stridor:*** creaking, rattling	
3	***clamor:*** shout, shriek, clamor, noise, roar, cry	
4	***virum:*** of men; men's ***rudentum:*** of rope(s)	
5	***subito***: suddenly, unexpectedly, at once, quickly, immediately ***nubes***: (the) clouds **[must be nominative]**	
6	***eripiunt***: rip, snatch, take (away), remove (from), seize	
7	***-que ... -que:*** (both/and) ... and ***caelum***: sky, heaven(s), air **[must be accusative]** ***diem***: day, light, daylight **[must be accusative]**	
8	***Teucrorum***: of the Trojans, of the Teucrians; the Trojans', the Teucrians', Trojan ***ex***: out of, from ***oculis***: (the) eyes, (the) sight, **[must be the object of *ex*]**	
9	***ponto***: the sea, ocean, water **[must be object of *incubat*]** ***incubat***: lies upon, settles on(to), comes down on(to), comes down over ***atra***: dark, black **[must modify *nox*]**	
10	***nox***: night **[must be nominative]**	
11	***intonuere***: (have) thundered, roared, resounded, groaned ***poli***: (the) poles, heaven(s), sky/skies	
12	***(et)***: (and) ***micat***: moves quickly to and fro, darts, flashes, glitters, vibrates, trembles, beats ***aether***: the ether, sky, upper air(s), heaven(s) **[must be nominative]**	
13	***(et)***: (and) ***crebris***: crowded, packed, constant, frequent, numerous **[must modify *ignibus*]** ***ignibus***: with fire(s), lightning	
14	***(-que)***: (and) ***viris***: to the men, for the men ***intentant***: show(s), point(s), threaten(s), forecast(s), foreshadow(s) ***omnia***: everything, all things **[must be nominative]**	
15	***(-que)***: (and) ***praesentem***: present, ready, apparent, sudden, instant **[must modify *mortem*]** ***mortem***: death, destruction **[must be accusative]**	

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	***Erant***: (there) were; existed **[if not taken impersonally]** ***omnino***: altogether, in total, in all, only	**1 point each**
2	***itinera***: paths, ways, passages, roads, routes, journeys **[must be plural]** ***duo***: two **[must modify *itinera*]**	
3	***quibus***: by (means of) which, on which **[must modify *itineribus*]** ***itineribus***: paths, ways, passages, roads, routes, journeys	
4	***domo***: (their) home(s), house(s) ***exire***: leave (from), depart (from), go (out of, from), exit (from), abandon ***possent***: they/the Helvetii were/would be/might be/may be able to, they/the Helvetii could	
5	***unum***: one (path) ***per***: (was) through, by ***Sequanos***: the Sequani, (the territory of) the Sequani	
6	***angustum***: narrow, thin ***et***: and ***difficile***: difficult, hard	
7	***inter***: among, between ***montem***: mountain(s) ***Iuram***: the Iura **[must modify *montem*]** ***et***: and ***flumen***: river ***Rhodanum***: the Rhone, Rhodanus **[must modify *flumen*]**	
8	***vix***: scarcely, hardly, barely, with difficulty ***qua***: where; by (means of) which, on which, along which	
9	***singuli***: individual, single, singular; one-by-one, one-at-a-time **[must modify *carri*]** ***carri***: wagons, carts **[must be plural]**	
10	***ducerentur***: could be/can be/might be/may be/would be/were (being) led, drawn, dragged, driven	
11	***mons***: mountain(s) ***autem***: however, but, moreover ***altissimus***: very tall, very lofty, very high; tallest, loftiest, highest **[must be superlative]**	
12	***impendebat***: hung over, overhung, stood over, threatened, loomed, impended; was/were hanging over, overhanging, standing over, threatening, looming, impending	

13	*facile*: easily, readily
	perpauci: (a very) few (men/people) **[must be nominative]**
14	*ut*: so that, with the result that, such that
	prohibere: stand in the way, prevent, hinder, prohibit, stop (them)
	possent: might be/were able to, could
15	*alterum*: the other, another, second, alternate (route was) **[must be nominative]**
	per: through
	provinciam: province, territory, county, land
	nostram: our **[must modify *provinciam*]**

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 how Laocoon and Cotta seek to persuade their listeners to respond to uncertain situations. 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 how Laocoon and Cotta seek to persuade their listeners to respond to uncertain situations, **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 how Laocoon and Cotta seek to persuade their listeners to respond to uncertain situations 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;** 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 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	the Elysian Fields, fields of the blessed/joy	**1 point**
2A	with love of coming fame/reputation/glory	**1 point**
2B	present	**1 point**
3	(about) to be waged, must/should/needed to be waged	**1 point**

4	$-\ -\ \vert-\ \cup\ \cup\vert-\ \ \cup\ \cup\vert-\ -\vert-\ \ \cup\ \cup\vert--\vert$ Laurentesque docet populos urbemque Latini spondee-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.	**1 point**

5	the Laurentian people; the city of Latinus/the Latins; what labor to avoid; what labor to endure and how	**1 point**
6	a shield	**1 point**

Total for question 4   7 points

Question 5: Short-Answer: Caesar   8 points

1	they are (wholly/entirely/very) religious, devout, superstitious they (frequently/very much) engage in religious ceremonies/practices	**1 point**
2A	they are (very) sick; they are affected by (a serious) illness/disease/sickness OR they are (going to be) involved in battles and/or dangers	**1 point**
2B	(*sunt adfecti gravioribus*) *morbis* OR (*in*) *proeliis periculisque* (*versantur*)	**1 point**
3A	they use/make use of/employ Druids	**1 point**
3B	ablative	**1 point**
4	indirect statement/speech/discourse, accusative + infinitive	**1 point**
5	no Druids not interested in sacrifices only believe in gods they can see or from whom they have benefited (sun, fire, moon) haven't even heard of other gods	**1 point**
6	<u>Pontifex Maximus</u>	**1 point**

Total for question 5   **8 points**