

2023



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	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 <i>vehit</i>] vehit: carries, conveys, transports, bears [or equivalent past tense] unda: the wave(s), the water(s) [must be subject of <i>vehit</i>]	
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 <i>ripas</i>] (et): and	
10	(et): and rauca: loud, roaring [must modify <i>fluenta</i>] 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 <i>quierunt</i>]	
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 <i>litora</i>] litora: shore(s), beach(es), bank(s), coast(s) [must be object of <i>circum</i>] (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.] 2 diutius: (any) longer, for a longer time, for very long impetum: attack, assault, rush, charge [must be direct object of <i>ferre</i>] ferre: (to) bear, endure, tolerate, sustain, resist, hold, carry 3 nostrorum: of our [must modify <i>militum</i>] militum: soldiers, military [or possessive] 4 hostes: enemy, enemies, foe(s) [must be subject of <i>potuerunt</i>] 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 <i>secuti</i>] 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 <i>spatio</i>] 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 <i>ex</i>] 11 occiderunt: they killed, cut down, struck down, slaughtered, murdered, slayed, slew 12 (omnibus): all, every [must modify <i>aedificiis</i>] 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 <i>aedificiis</i>] longe: far, distant(ly) lateque: and wide(ly), broad(ly)	1 point each

[or <i>longe lateque</i> may be taken together as a unit: on all sides, everywhere]	
14	<i>in</i> : into, to, in <i>castra</i> : camp(s) [scored for definitions only]
15	<i>deinde</i> : then, next, afterwards, from there <i>se . . . receperunt</i> : 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 <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 descriptions of actions and/or thoughts. The essay <u>reflects some understanding of the passages, OR</u> the essay <u>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 descriptions of actions and/or thoughts, <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 descriptions of actions and/or thoughts 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 <u>makes some inferences and draws some conclusions</u> 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**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	<i>venti, ignem comprehenderunt</i>	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