

2024



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	Is: he, Iarbas, this/that man (one) [must be subject] (-que): and amens: frenzied/mad/deranged/crazed/crazy/insane [must be nominative] animi: of/in (his) mind/spirit/soul (et): and	1 point each
2	(et): and rumore: by/with/because of rumor(s)/report(s)/gossip accensus: (having been) enflamed/incensed/enraged/roused/maddened, incited, driven/influenced/affected/moved [must be nominative] amaro: bitter, unpleasant [must modify <i>rumore</i>]	
3	dicitur: is said	
4	multa: many things, much, many (prayers) [scored for vocabulary only]	
5	lovem: (to/for/from) Jupiter/Jove [must be object of <i>orasse</i>]	
6	supplex: (as a) suppliant, kneeling/entreating, humble, humbly orasse: to have begged/pleaded/prayed (for)/beseeched/entreated	
7	ante: in front of, before aras: altar(s)	
8	media inter: the middle of, between, among, through numina: (divine) power(s)/will(s), divinity(-ties) divum: of the gods/divinities/deities	
9	manibus: with/by (his) hands supinis: upturned/bent back/supine/outstretched [must modify <i>manibus</i>]	
10	Iuppiter: Jupiter/Jove [must be vocative] omnipotens: omnipotent/all-powerful/almighty [must modify <i>Iuppiter</i>]	
11	nunc: now, at this point, at this time	
12	Maurusia: Mauretanian, North African, Moorish, Maurusian [must modify <i>gens</i>] gens: people, group, nation, clan, tribe, race, country, family, lineage, generation [must be nominative]	
13	pictis: painted, colored, embroidered, decorated, embellished, adorned [must modify <i>toris</i>] epulata: having dined/feasted [must modify <i>gens</i>] toris: on/upon dining/banqueting couches, seats, cushions	

14	cui: (to/for) whom [must be indirect object of <i>libat</i>] Lenaenum: Lenaeian, Bacchic, of Lenaeus, of Bacchus, wine (-god's) [must modify <i>honorem</i>] libat: libates, pours out (as a libation/offering), makes a libation, offers (as a libation/offering) honorem: offering(s), honor(s), libation(s), sacrifice(s) [must be direct object of <i>libat</i>]	
15	aspicis: (do) you see/behold/notice/observe, regard, (are) you seeing/noticing/observing, regarding haec: these/those (things), this/that	
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	Eadem: same [must modify <i>nocte</i>] nocte: (on/in/during) the night accidit: it happens/occurs, it happened/occurred ut: that, with the result that	1 point each
2	esset: (there/it) was/is luna: moon [must be subject of <i>esset</i>] plena: full [must modify <i>luna</i>]	
3	qui: which [must be nominative or modify <i>dies</i>] dies: day [must be nominative] efficere: to produce/make/create, bring about, cause, carry out, effect consuevit: was/is accustomed, established	
4	maritimos aestus: tides [must be object of <i>efficere</i>] maximos: greatest, highest, largest; very great, very high, very large [must modify <i>aestus</i>]	
5	in: in/on/of/for Oceano: ocean, water(s), sea; English Channel	
6	nostris: to/by our men, soldiers, people, sailors -que: and id: it, this/that, fact, event, situation, thing, matter erat: was incognitum: unknown/not known	
7	Ita: thus, for this/that reason, (and) so, in this way, therefore uno: one, the same, this/that [must modify <i>tempore</i>] tempore: (at/in) time	
8	(et): and, both longas: long naves: ships, boats [whole segment is scored for definition only] [longas naves can be rendered as “warships”]	
9	quas: which [must be object of <i>subduxerat</i>] Caesar: Caesar [must be subject of <i>subduxerat</i>]	
10	in: on(to)/in/into aridum: dry (land), shore/beach, sand subduxerat: had pulled up, lifted up, raised, led, hauled up, beached	
11	aestus: tide(s), sea(s), wave(s) [must be the subject of <i>compleverat</i>] compleverat: had filled up, covered, overwhelmed	
12	et: and onerarias: transport ships [must be the direct object of <i>adflictabat</i>]	

13	quae: which [must be subject of <i>erant deligatae</i>] erant deligatae: were tied up, had been tied up	
14	ad: at/to ancoras: anchor(s)	
15	tempestas: storm, tempest [must be the subject of <i>adflictabat</i>] adflictabat: damaged, was/kept on damaging, did damage	
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 expectations and responses. 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 expectations and responses, <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 expectations and responses 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	imperfect(ive)	1 point
2	— ◡◡ — — — ◡◡ — — —◡ ◡ — — cum mihi se, non ant(e) oculis tam clara, videndam dactyl-spondee-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
3A	dextra: by/with (my/her) right hand/right/hand(s)	1 point
3B	ablative	1 point
4A	bright/clear OR shining, in (pure) light OR nurturing, nourishing, kind OR a parent/mother OR a goddess OR in the way/how much she appears to other gods OR having rose-colored/red mouth/lips/cheeks	1 point
4B	(non ante oculis tam) clara OR (se videndam) obtulit OR pura per noctem in luce (refulsit) OR alma OR parens	1 point

	OR <i>(confessa) deam</i> OR <i>qualis videri caelicolis solet</i> OR <i>videri caelicolis quanta solet</i> OR <i>roseo ore</i>	
5	he's angry (because of his sadness/pain) OR he's (acting) insane/unreasonable, he's raging OR he doesn't care about his mother/family	1 point
6	the golden bough/branch/stick/staff/tree	1 point
Total for question 4		8 points

Question 5: Short-Answer: Caesar		7 points
1	<i>Druidibus, Druidum</i>	1 point
2A	Hoc mortuo: with him, this/that man, this/that Druid having died, dead; when/after/if he/this/that man, this/that Druid has died, dies, is dead	1 point
2B	ablative absolute	1 point
3	His predecessor/one in charge/authority has died. OR He exceeds/surpasses the others in dignity/honor/merit/rank. OR He is elected/voted (by the other Druids). OR He wins a duel/competition/fight (with weapons/arms).	1 point
4	in the middle/center (of Gaul)	1 point
5	for help with disputes/arguments/quarrels/questions/debates OR court/trials/legal help	1 point
6	Pompey (the Great)	1 point
Total for question 5		7 points