

2025



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		
1	Revocate: call back, recall, restore, bring back, recover [must be imperative]	1 point each
2	animos: mind(s), soul(s), heart(s), sense(s), reason, courage, spirit(s) [scored for vocabulary only]	
3	maestum: sad, sorrowful, gloomy [must modify <i>timorem</i>] -que: and timorem: fear(s), dread, alarm, anxiety, terror [must be object of <i>mittite</i>] mittite: send (off/away), cast off, let go, release, remove [must be imperative]	
4	forsan: perhaps et: and, even, also olim: some day, one day, in the future, once (upon a time)	
5	haec: these/those (things/events), this/that, them meminisse: to remember, to have remembered; that we remember, that we have remembered; remembering, having remembered iuvabit: (it) will/shall be pleasing; (it) will/shall help; (it) will/shall be good	
6	per: through varios: various, varied, different [must modify <i>casus</i>] casus: misfortunes, (chance/unexpected) events, accidents, falls, challenges, hardships, mishaps, troubles [must be object of <i>per</i>]	
7	(per): through tot: so many/much [must modify <i>discrimina</i>] discrimina: crisis/crises, danger(s), risk(s), (critical) moment(s), decision(s) [must be object of <i>per</i>] rerum: of/about/from things, events, situations, matters, affairs	
8	tendimus: we reach, aim, strive, travel, tend, stretch, extend, direct ourselves, hasten in: to, towards, into Latium: Latium [must be object of <i>in</i>]	
9	ubi: where, when fata: the Fates, fate [must be subject of <i>ostendunt</i>] ostendunt: show, promise, display, stretch out	
10	sedes: seat(s), home(s), spot(s), place(s) (to live), dwelling(s), settlement(s), foundation(s) [must be object of <i>ostendunt</i>] quietas: quiet, peaceful, calm [must modify <i>sedes</i>]	
11	illic: there fas: it is right, proper, good, permitted	
12	regna: (for/that) the kingdom(s), realm(s) [must be the subject of <i>resurgere</i>] resurgere: to rise (again); that [the kingdom] rise (again) Troiae: of Troy, Troy's, in Troy	
13	Durate: endure, stay the course, be firm, be patient, persevere [must be imperative]	

14 **et:** and

vosmet: yourselves, you [must be object of *servate*]

servate: save, preserve, protect, guard, keep [must be imperative]

15 **rebus:** for/to things, events, situations, matters, affairs

secundis: favorable, better; following, later, second [must modify *rebus*]

Question 2: Translation, Caesar**15 points**

For every correctly translated segment, award one point. The response must correctly translate all words in

1	Apud: among, (at the house/in the territory) of Helvetios: Helvetians [must be object of <i>apud</i>]	1 point each
2	longe: by far, greatly, much nobilissimus: most/very noble, highborn, excellent, famous, well-known, noted, celebrated; noblest [must modify either <i>Orgetorix</i> or a supplied “man”/“person”] et: and ditissimus: most/very wealthy, rich; wealthiest, richest [must modify either <i>Orgetorix</i> or a supplied “man”/“person”]	
3	fuit: (there) was Orgetorix: Orgetorix [must be subject of or predicate nominative with <i>fuit</i>]	
4	regni: of/for kingdom, power, rule cupiditate: by desire, lust, longing, passion, eagerness, wish inductus: (having been) led (on), influenced, enticed, seduced, excited, moved, persuaded, induced [must modify the subject of <i>fecit</i>]	
5	Is: he, that/this (man/person), Orgetorix [must be subject of <i>fecit</i> and/or <i>persuasit</i>] fecit: made, developed, created	
6	coniurationem: plot, conspiracy [must be object of <i>fecit</i>] nobilitatis: of/among/between/with nobility, nobles	
7	et: and civitati: community, city, people, citizens, state, tribe [must be object of <i>persuasit</i>] persuasit: persuaded, convinced	
8	ut: that, to exirent: (they should) leave, go, exit, depart	
9	de: out of, beyond, (away) from finibus: border(s), boundary/boundaries, limit(s), edge(s), territory [must be object of <i>de</i>] suis: their (own) [must modify <i>finibus</i>]	
10	cum: with omnibus: all copiis: (of) (their) supplies, material(s), property, troops, forces, resources, wealth, goods, things	
11	perfacile: (very) easy esse: (that) (it) would/will be, was/is; to be	
12	cum: since, because, when omnibus: everyone, all [must be object of <i>praestarent</i>] praestarent: they (would) surpass, surpassed, were surpassing; they (would) stand above, stood above, were standing above	

13	virtute: (in/because of/by) virtue, excellence, manliness, courage, valor, strength [scored for definition only]
14	imperio: power/rule (over), command, authority [if taken as object of <i>potiri</i>]; by/with/in power/rule (over), command, authority potiri: to obtain, seize, take; obtaining, seizing, taking; that he/they obtain, seize, take
15	totius: all (of), whole (of) [must modify <i>Galliae</i>] Galliae: of Gaul; Gaul [if taken as object of <i>potiri</i>]

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 portrayals of the defeated individuals. 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 portrayals of the defeated individuals, 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 portrayals of the defeated individuals 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**

A	it has soured/become cold/hostile; he is now only a guest rather than a husband or lover; he is now leaving her rather than staying	1 point
B	Pygmalion killed Dido's husband/Sychaeus OR tried to hide/lie to her about her husband's murder OR tried to steal her/Sychaeus' wealth	1 point
C	dactyl-dactyl-dactyl-spondee-dactyl-spondee/trochee D-D-D-S-D-S/T – uu – uu – uu – – – uu – – L SS L SS L SSL L L SS LL [<i>Quid moror? An mea Pygmalion dum moenia frater</i>]	1 point
Additional Notes: The line must be completely correct in its scansion. The final foot may be rendered as a spondee, as a long-short, or as a long-anceps (X). The response may have the names of the metrical units written out, S and D (and T) written out, long and short marks indicating long and short syllables, or L and S indicating long and short syllables. The response does not need to include the Latin. If it does, the copying of the Latin need not be perfect, nor do the indications of meter need to align with the syllables of the Latin. It is not necessary to mark the feet divisions or elisions (if applicable). If the response offers more than one method of scansion and they do not match, the better version will count.		
D	that Carthage/her city/the (city's) walls will be destroyed (by her brother Pygmalion) OR that she will be captured/caught/forced into marriage (by Gaetulian Iarbas)	1 point
E	to remind her of Aeneas; so a "little Aeneas"/a child like Aeneas will be around/play in her palace; to have someone around to look like Aeneas; so that she won't seem/feel so deserted/defeated/captured	1 point
F(i)	by (means of)/with/because of/on account of/from his/her/their face, in (respect to his/her/their) face/mouth/appearance	1 point
F(ii)	ablative	1 point

Question 5: Short Answer, Caesar		8 points
A(i)	loud sounds (of the chariots' wheels); (the chariots') wheels OR terror, fear (caused by the horses); the (chariots') horses	1 point
A(ii)	<i>strepitu (rotarum); (strepitu) rotarum</i> OR <i>(ipso) terrore (equorum); (ipso terrore) equorum</i>	1 point
B	they leap (from their chariots); get down, descend, dismount (from horses/chariots) OR they attack, fight, battle, advance (on foot)	1 point
C	<i>Aurigae</i>	1 point
D(i)	<i>a</i> : by/from <i>multitudine</i> : a multitude, many [if taken adjectively with <i>hostium</i>] <i>hostium</i> : (of) enemies, hostiles, (the) enemy	1 point
D(ii)	genitive	1 point
E	so that they can (easily/quickly) escape, retreat, flee (from enemies); help (their soldiers)	1 point
F	<i>Equites</i> , knights, equestrian (class), (<i>ordo</i>) <i>equitum</i> , <i>eques</i>	1 point