

AP[®] LATIN: VERGIL
2006 SCORING GUIDELINES

Question V3

- 6** This is an excellent, well-organized essay. It makes liberal use of specific, appropriate references from the Latin text throughout the passage, properly cited. These references support the discussion of the ways in which Vergil creates sympathy for Marcellus and why the student thinks he does so. Occasional mistakes need not spoil the general impression of the essay. More important than the number of Latin citations are the quality and completeness of the discussion and the general coherence of the argument.
- 5** This is a good, strong essay with a discerning discussion of the ways in which Vergil creates sympathy for Marcellus and why the student thinks he does so. The discussion is either not as sophisticated or well developed as a “6” or not quite as well supported with textual references from throughout the passage. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passage.
- 4** This is an adequate essay with some accurate discussion of the ways in which Vergil creates sympathy for Marcellus and why the student thinks he does so. The discussion may be uneven with emphasis only on the ways Vergil creates sympathy or only on why he does so; or it may be more descriptive than analytical. The Latin references, although perhaps scanty, are specific, accurate, and relevant.
- 3** This is a limited response that lacks adequate discussion of the ways in which Vergil creates sympathy for Marcellus and why the student thinks he does so or that deals only with the ways Vergil creates sympathy or only with why he does so. The answer tends to rely on description. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. Alternately, the student may write a good essay reflecting knowledge of the passage but fail to cite any Latin to support the answer.
- 2** The student recognizes the passage but presents a vague or weak discussion. Statements may be very general or irrelevant to the question. The student shows only limited comprehension of the Latin cited or fails to cite any Latin at all.
- 1** The student understands the question but presents no meaningful discussion derived from the passage. Although no substantive argument is presented, the response does contain some correct information relevant to the question. The student demonstrates no understanding of the Latin in context or demonstrates a complete misunderstanding. The answer may contain no Latin or individual Latin words randomly selected.
- 0** The student gives a response that is totally irrelevant, totally incorrect, or merely restates the question. The student demonstrates no understanding of the Latin in context.
- This is a blank space or off-task answer (e.g., drawing, personal letter).

As Aeneas ~~was~~ While visiting his father in the underworld, Aeneas watches a procession of Rome's future leaders. One of these especially catches his attention: a youth who, although remarkable, is surrounded by sad shadows. Filled with grief, Anchises explains that this is the young Marcellus. Both Anchises' grief and that of the Romans at the death of this boy arouse in the reader similar feelings of pity. Anchises' description of Marcellus' greatness and what he might have been if he had only lived longer also helps create sympathy for the young man.

Anchises' mournful exclamations make it clear that he feels great sorrow over Marcellus' early death. "Alas, his ~~piety~~^{loyalty}, alas his ancient faith and right hand invincible in war!" he laments ("Heu pietas, heu prisca fides invictaque bello dextera!", 11-12). He calls

V3

Write in the box the number of the question you are answering on this page as it is designated in the examination.

3A2

Marcellus "boy to be pitied" ("miserande puer"; 15) and asks Aeneas to give him lilies and purple flowers so that he may scatter them before ~~the~~ Marcellus. ("manibus date lilia plenis purpureas spargam flores", 16-17)

Anchises is not the only one who will mourn Marcellus' loss. He begs Aeneas not to ask about this great grief of his people ("ingentem luctum ne quaere tuorum"; 1), thereby indicating that the death of this young man will be a great source of sorrow for many Romans. How many groans, (quantos... gemitus) he exclaimed, would be raised on the plain of Mars by Marcellus' countrymen!

Anchises then addresses the river Tiber ~~to~~ with apostrophe, telling him ~~how many~~ what funerals he will see as he glides by a recent grave. ("vel quae, Tiberine, videbis funera, cum tumulum praeterlabere recentem"; 6-7) ~~The~~ ~~Sarcoid~~ Vergil uses Anchises' expressions of

Sorrow and descriptions of the grief the Romans will one day feel at Marcellus' death to arouse in the reader similar feelings of sadness and sympathy.

Yet another way in which Vergil causes the reader to pity Marcellus is through Anchises' descriptions of how great Marcellus was during his short lifetime. ~~This~~ His loyalty, faith, and skills in battle ("heu pietas, heu prisca fides et invictaque bello dextera!", 11-12) were remarkable. Whether he went into battle as a footsoldier or astride a foaming horse, no one who stood against him, armed, could endure the fight unscathed ("non illi se quisquam impune tulisset obvius armato, seu cum pedes iret in hostem seu spumantis equi...") No other Roman boy of the Latin nation will ever raise his grandfathers to such a high hope. ~~of his life~~ ("nec puer Iliaca quisquam de gente Latina in tantum spe tollet avos", 8-9) This naturally creates sympathy for Marcellus, as the reader

Sees how ^{remarkable} ~~great~~ this young man was and realizes what he might have been if the fates had only allowed him to live longer.

But the question remains: why ~~did~~ does Vergil attempt to create pity and sympathy for Marcellus? This question will probably never be fully and completely answered, but there are possible explanations. Marcellus ~~is~~ was an actual person who lived not long before the publication of the Aeneid, and died mysteriously. ~~He was~~ The ~~same~~ early readers of the Aeneid would have known ~~and~~ who he was. Perhaps Vergil ~~is~~ ^{was} trying to enable his readers to relate more to Aeneas and to realize how closely his story was connected with their own nation and history. Vergil may perhaps also have been expressing his own admiration of Marcellus and indicating the wickedness of those responsible for his untimely death.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

V3

3B,

UPON REACHING THE SHORES OF ITALY, AENEAS SEEKS A
PROPHETESS. ONE OF THE THINGS THE SYBIL TELLS HIM IS HOW TO GET TO
THE UNDERWORLD TO VISIT HIS FATHER, ANCHISES. ONCE THERE,
ANCHISES TELLS AENEAS OF HIS FUTURE AND THE FUTURE OF ROME.
ONE OF THE MEN SEEN AND DESCRIBED IN THE UNDERWORLD IS
MARCELLUS, THE INTENDED HEIR OF AUGUSTUS. MARCELLUS APPEARS
VERY SORROWFUL. IN ANCHISES DESCRIPTION OF MARCELLUS'S FUTURE,
VERGIL CREATES SYMPATHY FOR HIM.

ONE WAY VERGIL CREATES THIS SYMPATHY IS BY DESCRIBING
MARCELLUS'S POTENTIAL GREATNESS. ANCHISES SAYS ROME WILL
BECOME TOO GREAT, TOO PROUD IF THE GIFT OF MARCELLUS LIVING A
LONG LIFE AND RULING IS GIVEN (NIMIMUM... FUISSENT, LINES 3-4).
HIS EXPLANATION FOR WHY MARCELLUS WILL NOT BE ABLE TO RULE IS
THAT HE WILL BE SO GREAT, ROME WILL BECOME TOO POWERFUL FOR ITS
OWN GOOD.

~~HE~~ ANCHISES GOES ON TO DISCUSS HIS LAVISH FUNERAL. HE SAYS
THE RIVER TIBER WILL SEE A FUNERAL THAT WILL SURPASS OTHERS
(VEL... RECENTEM, LINES 6-7). THIS ~~EVENT~~ SERVES TWO PURPOSES. AN
INCREDIBLE FUNERAL SHOWS THAT MARCELLUS IS SUPERIOR, EVEN IN
DEATH. ALSO, A FUNERAL MARKS A DEFINITE END, SHOWING THAT
MARCELLUS'S FATE IS SEALED. THIS SENSE OF HELPLESSNESS AND
HOPELESSNESS OF CHANGING THIS YOUNG MAN'S FATE CREATES
SYMPATHY.

~~HE~~ AT THE END OF HIS DESCRIPTION, ANCHISES SAYS "ALAS,
MISERABLE BOY, IF YOU WILL CHANGE A HARSH FATE, YOU WILL BE

v3

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3B₂

Marcellus; (Aen. . . eris, lines 5-116). By referring to him as a miserable boy (miserande puer), Vergil not only shows him as an unfortunate soul, but by calling him "puer" he shows his youth. Portraying youth without hope creates sympathy. Vergil included Marcellus in the Aeneid because Romans reading it would have been able to relate. They would have recognized Marcellus and known his fate. Portraying Marcellus as a great Roman with great potential would have given the Romans a sense of pride and a consolation for his recent death.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

13

3C

Marcellus was supposed to be the heir to Augustus after his rule as emperor of Rome. His early death was a crushing blow because of his immense popularity at the time. Vergil wrote a passage about him in the Aeneid in his memory, which was greatly liked by Augustus and his family. In this passage, Vergil uses a description of Marcellus by Anchises to create sympathy for the young man. Anchises immediately begins by discussing the "huge grief" (*ingentem luctum* - ln. 1) involved in the story of Marcellus. He later discusses the groans ^{of} great men (*Quaerens... gemitus* - ln 5-6) concerning the terrible fate of Marcellus.

In addition to discussing the sadness involved in Marcellus's death, Anchises discusses the incredible potential that Marcellus possessed. He said that no Trojan or Latin gives the hope that he did (*Nec... tollet* - ln. 3-4). His repetition of the word "Alas!" (*Heu... heu* - ln 11) also creates sympathy for the young man. Anchises also adds that the fate of the miserable boy was harsh (*Heu... rumpas* - ln. 15). All of this sympathy was created by Vergil to appease the emperor, who wanted a heir very badly, only to see his designated heir die.

AP® LATIN VERGIL
2006 SCORING COMMENTARY

Question V3

Overview

This two-part question tested students' understanding of the ways in which Vergil creates sympathy for Marcellus in lines 868–886 of Book 6 of the *Aeneid* and asked them to posit the reasons why he wrote the passage in this way. The first and major part of the question tested their ability to analyze a Latin passage by requiring them to support their arguments with Latin citations from throughout the passage. Latin citations were not required for the second part.

Sample: 3A

Score: 6

This is a very good essay with solid Latin citations supportive of the points made. The student answers well both tasks assigned by the question. Although the student does not identify Marcellus as the heir of Augustus, a reasonable explanation of why Vergil included these lines is given.

Sample: 3B

Score: 4

This essay contains an adequate discussion of the two tasks assigned by the question. The essay might have earned a higher score if more details were provided concerning the fate and military skills of Marcellus. More Latin citations drawn from different parts of the passage would help, too.

Sample: 3C

Score: 3

This essay deals with both assigned tasks in a limited way. The Latin citations generally consist of a word or two which do not provide much detailed support for the points raised. This essay might have earned a higher score if more details, with good Latin support, about the fate, virtues, and military skills of Marcellus were included.