



AP[®] Latin Vergil 1999 Scoring Guidelines

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AP[®] LATIN VERGIL
1999 SCORING GUIDELINES

Part A Question 1

9 points total

Translation:

O comrades (for we are not previously inexperienced of misfortunes), O (you who) have suffered worse things, a (the) god will give an end to these things too. You have approached even the madness of Scylla and the cliffs resounding within, you (have) experienced even the rocks of the Cyclopes. Recall your courage and dismiss your sad fear; perhaps someday it will give pleasure to remember even these things. Through various disasters, through so many crises of affairs, we are bound for Latium.

One-half point for each group, rounding up to the next higher integer.

1. *O socii . . . o passi graviora*
2. *neque enim ignari sumus*
3. *ante malorum*
4. *dabit deus . . . finem*
5. *his quoque*
6. *Vos et . . . accestis*
7. *Scyllaeam rabiem*
8. *penitusque*
9. *sonantes . . . scopulos*
10. *vos et . . . experti*
11. *Cyclopia saxa*
12. *revocate animos*
13. *maestumque timorem mittite*
14. *forsan . . . olim iuvabit*
15. *et haec meminisse*
16. *per varios casus*
17. *per tot discrimina rerum*
18. *tendimus in Latium*

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Part A Question 1

Acceptable meanings and renderings:

| | |
|-------------------------|---|
| <i>O:</i> | O |
| <i>socii:</i> | comrades, allies, companions, followers, friends; must be vocative |
| <i>passi:</i> | having (who have) endured, suffered, experienced, borne |
| <i>graviora:</i> | worse, more (rather) serious, more grievous, heavier things |
| <i>neque:</i> | not, and not |
| <i>enim:</i> | for, indeed, surely |
| <i>ignari:</i> | ignorant, inexperienced, unaware, unacquainted, unfamiliar |
| <i>sumus:</i> | we are; must be present tense |
| <i>ante:</i> | previously (previous), before(hand), prior, past; may be taken with either <i>malorum</i> or <i>ignari</i> |
| <i>malorum:</i> | evils, misfortunes, bad things; may be rendered as singular |
| <i>dabit:</i> | will give, grant, put; must be future tense |
| <i>deus:</i> | god; must be subject of <i>dabit</i> |
| <i>finem:</i> | end, limit; must be object of <i>dabit</i> |
| <i>his:</i> | to (for) these things; may be rendered singular |
| <i>quoque:</i> | also, even, as well |
| <i>vos:</i> | you |
| <i>et</i> (line 3) | may be translated as adverbs — even, also; or as conjunctions — both |
| ... <i>et</i> (line 4): | (and)...and |
| <i>accestis:</i> | (have) approached, reached, faced, gone to, come to, encountered, experienced, endured, survived, withstood; must be past tense |
| <i>Scyllaeam:</i> | of or belonging to Scylla; must modify <i>rabiem</i> |
| <i>rabiem:</i> | madness, fury, rage |
| <i>penitus:</i> | deep(ly), within, wholly |
| <i>sonantes:</i> | (re)sounding, echoing, roaring; must modify <i>scopulos</i> |
| <i>scopulos:</i> | rocks, cliffs, crags, stones |
| <i>Cyclopa:</i> | Cyclopean, of the Cyclopes; must modify <i>saxa</i> |
| <i>saxa:</i> | rocks, cliffs, crags, stones |
| <i>experti:</i> | (who have, having) experienced, tested, tried, survived, endured, escaped; must be past |
| <i>revocate:</i> | recall, call back, restore, revive; must be imperative |
| <i>animos:</i> | spirit(s), mind(s), soul, courage; must be object of <i>revocate</i> |
| <i>maestum:</i> | sad, gloomy, unhappy, mournful, grim; must modify <i>timorem</i> |
| <i>timorem:</i> | fear, dread, anxiety; must be object of <i>mittite</i> |
| <i>mittite:</i> | send (away), dismiss, put aside, drive away; must be imperative |
| <i>forsan:</i> | perhaps, perchance, possibly |
| <i>olim:</i> | at sometime, someday, hereafter |
| <i>iuvabit:</i> | will help, please, give pleasure, be a joy, be profitable, delight, gratify; must be future tense |

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Park A Question 1 (cont.)

| | |
|-------------------------------------|--|
| <i>et</i> (line 6): | even |
| <i>haec</i> : | these things; may be singular |
| <i>meminisse</i> : | to remember, recall; may be translated as subject of <i>iuvabit</i> or as an infinitive with an impersonal verb — "to remember will give pleasure" or "it will give pleasure to recall;" may be translated personally — "we (you) shall be glad" |
| <i>per</i> : | through(out) |
| <i>varios</i> : | various, different, varied; must modify <i>casus</i> |
| <i>casus</i> : | misfortunes, hazards, disasters, circumstances, hardships, downfalls; must be object of <i>per</i> |
| <i>tot</i> : | so many, so much |
| <i>discrimina</i> <i>rerum</i> : | crises of affairs, perils of fortune, critical moments, hardships, disastrous things; may be translated by one word — crises, misfortunes, dangers, hardships; collective singular acceptable; must be object of <i>per</i> |
| <i>tendimus</i> : | are bound, strive, direct (course), aim, proceed, press on, go, head, stretch, struggle; must be present tense |
| <i>in</i> : | to, toward, into, for, at |
| <i>Latium</i> : | Latium; must be object of <i>in</i> |

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Part B Question 1

9 points total

Translation:

Then the father addresses his son with friendly words: "For each one his own day stands, brief and irretrievable for all is the time of life; but to extend fame by deeds, this is the work of virtue. Under the high walls of Troy so many sons of gods fell, together (with them) Sarpedon fell, my offspring; his own fates call even Turnus and he has arrived at the turning points of his given life-span.

One-half point for each group, rounding up to the next higher integer.

19. *Tum genitor natum*
20. *dictis adfatur (affatur) amicis*
21. *stat sua cuique dies*
22. *breve et irreparabile (irreparabile) tempus . . . vitae*
23. *omnibus est*
24. *sed famam extendere*
25. *factis*
26. *hoc virtutis opus*
27. *Troiae sub moenibus altis*
28. *tot (g)nati . . . deum*
29. *cecidere*
30. *quin occidit . . . Sarpedon*
31. *una*
32. *mea progenies*
33. *etiam sua Turnum fata vocant*
34. *metasque . . . ad*
35. *pervenit*
36. *dati . . . aevi*

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Part B Question 1 (cont.)

Acceptable meanings and renderings:

| | |
|----------------------|---|
| <i>tum:</i> | then, at that time |
| <i>genitor:</i> | father, parent |
| <i>natum:</i> | son, offspring, child |
| <i>dictis:</i> | words, sayings, thoughts; must be ablative |
| <i>adfatur:</i> | addresses, speaks to; may be historical present |
| <i>amicis:</i> | friendly, kind |
| <i>stat:</i> | stands, stands firm, endures, is fixed, is established, is set |
| <i>sua:</i> | each one's, his own, his; must modify <i>dies</i> |
| <i>cuique:</i> | for each, for (to) each one, for himself, for everyone |
| <i>dies:</i> | day, time, one's lot, one's day (of destiny), span of life; must be subject |
| <i>breve:</i> | short, brief |
| <i>inreparabile:</i> | irreparable, irretrievable, unrecallable |
| <i>tempus:</i> | time, season, lifespan |
| <i>vitae:</i> | of life; genitive or dative acceptable |
| <i>omnibus:</i> | for all, for everyone, for each one |
| <i>est:</i> | is, it is, there is |
| <i>sed:</i> | But |
| <i>famam:</i> | fame, glory, reputation, renown, good name, name; "rumor" not acceptable |
| <i>extendere:</i> | to extend, spread, stretch out, increase |
| <i>factis:</i> | deeds, accomplishments; must be plural |
| <i>hoc:</i> | this, (est) this is |
| <i>virtutis:</i> | courage, virtue, strength, manly strength, excellence in battle; must be rendered as noun |
| <i>opus:</i> | work, task, necessity, achievement |
| <i>Troiae:</i> | of Troy, at Troy |
| <i>sub:</i> | under, below, beneath, before |
| <i>moenibus:</i> | walls, fortifications, city, citadel |
| <i>tot:</i> | so many |
| <i>gnati:</i> | sons, offspring, children |
| <i>deum:</i> | of gods, divinities, deities |
| <i>cecidere:</i> | fell, have fallen, died; must be perfect tense |
| <i>quin:</i> | nay, but indeed, indeed, but that, rather, yes, even |
| <i>occidit:</i> | fell, died, has fallen |
| <i>una:</i> | together, along with, among |
| <i>mea:</i> | my, my own |
| <i>progenies:</i> | race, family, offspring, descendent, progeny, posterity, child, son |
| <i>etiam:</i> | also, even, still, likewise, rather |

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Part B Question 1 (cont.)

| | |
|--------------------|---|
| <i>sua:</i> | his own |
| <i>fata:</i> | fate(s) |
| <i>vocant:</i> | call, name, invoke, summon |
| <i>metas(que):</i> | turning posts, ends, limits, turning points |
| <i>ad:</i> | to, toward |
| <i>pervenit:</i> | has arrived, reached, come to; must be perfect tense |
| <i>dati:</i> | given, assigned, granted, allotted; must modify <i>aevi</i> |
| <i>aevi:</i> | age, old age, lifetime, life, time, life-span; must be genitive |

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Question 2

6 points total

- 6** An excellent, well-organized essay. The discussion makes liberal use of specific, appropriate references from the Latin text throughout the passage, properly cited, to compare and contrast Fama and Iris and discuss how Vergil uses them to intensify the power of each scene. Occasional mistakes need not spoil the general impression of the essay. More important than the number of features selected are the quality and completeness of the discussion and the general coherence of the argument.
- 5** A good, strong essay with discerning comparison and contrast of Fama and Iris, and discussion of how Vergil uses them to intensify the power of each scene. The discussion, well-supported with textual references, is either not as sophisticated or well-developed as a “6” or not quite as well-supported with textual references. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passages.
- 4** An adequate essay with limited comparison and contrast of Fama and Iris, and discussion of how Vergil uses them to intensify the power of each scene. The discussion may be uneven or may be more descriptive than analytical. The Latin support, although perhaps scanty or uneven, is specific, accurate, and relevant.
- 3** A limited response which lacks full discussion of the Fama/Iris comparison and contrast, or lacks discussion of how Vergil uses them to intensify the power of each scene, or presents a limited discussion of both elements. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. The response may tend to rely on mere translation. Alternately, the student may write a good essay reflecting knowledge of the passages, but no Latin is cited to support the answer.
- 2** The student recognizes the passage(s) but presents a vague or faulty discussion. The student cites Latin but shows very limited comprehension of the Latin in context. Statements may be very general or irrelevant to the question.
- 1** The student understands the question but is unable to write meaningful discussion derived from the passages. The response may consist of a collection of information which is incoherent. 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 of the passage(s) or demonstrates a complete misunderstanding. The answer may contain either no Latin or individual Latin words randomly selected.
- 0** A response which is totally irrelevant, totally incorrect, or which merely restates the question. The student demonstrates no understanding of the Latin in context.
- A blank space or off-task answer (drawings, personal letters, etc.)

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Question 3

6 points total

- 6** An excellent, focused, well-organized essay. The discussion makes liberal use of specific, appropriate references from the Latin throughout the passage, properly cited, to discuss Vergil's portrayal of Aeneas' hesitant or inconsistent behavior in the final scene of the poem. Occasional mistakes need not spoil the general impression of the essay. More important than the number of features selected are the quality and completeness of the discussion and the general coherence of the argument.
- 5** A good, strong essay with discerning discussion about Vergil's portrayal of Aeneas' hesitant or inconsistent behavior. The discussion is either not so sophisticated, balanced, or well-developed as above or not quite as well-supported with textual references throughout the passage. The references to the Latin that do appear are properly cited and seem confident, and the essay reflects more than a casual familiarity with the final scene of the *Aeneid*.
- 4** An adequate essay with limited discussion of Aeneas' complex behavior. The discussion may be uneven and may emphasize one aspect of Aeneas' behavior more than another, or it may be limited in discussing the contrasting aspects in Vergil's portrayal of Aeneas. The Latin references, although perhaps scanty, are nevertheless specific, accurate, and relevant.
- 3** A limited response which may identify one aspect of Aeneas' behavior, but not contrast it, or may discuss only one aspect in depth but ignore any other. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. The response tends to rely on mere translation. Alternatively, the student may write a good essay reflecting a thorough recollection of the passage, but cite no Latin to support the answer.
- 2** The student recognizes the passage but presents a vague or faulty discussion. The response shows very limited comprehension of the Latin cited, or Latin may not be cited at all. Statements demonstrate a flawed recollection of the passage or are very general or irrelevant to the question.
- 1** The student understands the question but is unable to write any meaningful discussion. Although no substantive argument is present, the response does contain some correct information relevant to the question. The student demonstrates no understanding of the Latin of the passage or demonstrates a complete misunderstanding. The answer may contain either no Latin or individual words randomly selected.
- 0** A response which is totally irrelevant or totally incorrect, or which merely restates the question. The student demonstrates no understanding of the Latin in context.
- A blank space or off-task answer (drawings, personal letters, etc.)

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Question 4

6 points total

- 6** An excellent, well-organized essay which presents a focused, coherent, and convincing interpretation of how Vergil wins the reader's sympathy for the Trojans' opponents in Books 7-12. Occasional mistakes need not spoil the general impression of the essay. The essay makes liberal use of specific, appropriate references from Books 7-12 to support the argument. More important than the number of examples selected are the specificity and fullness of these examples and the quality and general coherence of the argument.
 - 5** A good, strong essay which, in a clear and fairly discerning discussion, interprets how Vergil wins the reader's sympathy for the Trojans' opponents in Books 7-12. The analysis and discussion are either not as sophisticated or as well developed as a "6" or not quite as well supported with textual references. Specific, full, and appropriate references from Books 7-12 appear confident, and the essay reflects more than casual familiarity with this section of the *Aeneid*.
 - 4** An adequate essay which contains a somewhat limited discussion of how Vergil wins the reader's sympathy for the Trojans' opponents in Books 7-12. The discussion is uneven or not fully developed, and the argument tends to rely upon description and narration rather than upon strong development of examples to support analysis. The response, however, does include specific, accurate, and relevant references, although perhaps scanty, from Books 7-12.
 - 3** A limited response which contains a less confident discussion of the topic. In general, the support is weak, vague, or inappropriate. The answer tends to rely almost entirely upon description and narration rather than upon analysis. Alternatively, the student may write a good essay reflecting analytical insight into the topic, but very few or no specific examples are cited to support the discussion.
 - 2** The student understands the topic and recognizes events in Books 7-12 but presents a vague or faulty discussion of the topic. Statements may be general and supported by very limited reference to events in Books 7-12.
 - 1** The student understands the question but is unable to write any meaningful discussion derived from events in Books 7-12. The response may consist of a collection of information which is incoherent or seemingly random, or it may contain no specific references to Books 7-12. Although no substantive argument is presented, the response does contain some correct information relevant to the question.
 - 0** A response which is totally irrelevant, totally incorrect, or which merely restates the question. The response includes no relevant information from Books 7-12.
- A blank space or off-task answer (drawings, personal letters, etc.)