



AP[®] Latin: Vergil 2006 Scoring Guidelines

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

© 2006 The College Board. All rights reserved. College Board, AP Central, APCD, Advanced Placement Program, AP, AP Vertical Teams, Pre-AP, SAT, and the acorn logo are registered trademarks of the College Board. Admitted Class Evaluation Service, CollegeEd, connect to college success, MyRoad, SAT Professional Development, SAT Readiness Program, and Setting the Cornerstones are trademarks owned by the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation. All other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: www.collegeboard.com/inquiry/cbpermit.html.

Visit the College Board on the Web: www.collegeboard.com.

AP Central is the official online home for the AP Program: apcentral.collegeboard.com.

AP[®] LATIN: VERGIL
2006 SCORING GUIDELINES

Question V1

Translation:

I am pious Aeneas, who carry with me with (by means of) the fleet the Penates, snatched from the enemy, (Aeneas) known by reputation beyond the heavens. I am seeking Italy as a homeland and a race from highest Jupiter. With twenty ships I mounted the Phrygian Sea, having followed the fates (having been) given (to me), (with) my goddess mother showing the way. Scarcely seven (ships) survive, battered by the waves and by Eurus. I myself, ignorant, in need, wander the deserts of Libya, having been driven from Europe and Asia.

9 points total: One half-point for each segment, rounding up to the next highest integer.

1. sum pius Aeneas
2. qui ... veho
3. raptos ... Penates
4. ex hoste
5. classe ... mecum
6. fama ... notus
7. super aethera
8. Italiam quaero patriam
9. et genus ab Iove summo
10. bis denis ... navibus
11. Phrygium conscendi ... aequor
12. matre dea monstrante viam
13. data fata secutus
14. vix septem ... supersunt
15. convulsae undis Euroque
16. ipse ignotus, egens
17. Libyae deserta peragro
18. Europa atque Asia pulsus

Acceptable Translations for Question V1

1. *sum*: I am
pius Aeneas: pious/dutiful/faithful Aeneas [must complete *sum*]
2. *qui*: who [must have *Aeneas* as antecedent and be subject of *veho*]
veho: carry/convey/bring; am carrying, etc.
3. *Penates*: Penates; city gods; household gods [must be plural and direct object of *veho*]
raptos: (having been) seized/rescued/snatched [must modify *Penates*]
4. *ex hoste*: (away) from the enemy; from the/my enemies
5. *mecum*: with me/myself
classe: with/by (means of) in/the/my fleet
6. *notus*: (well) known/famous/noted [must modify subject of *sum*]
fama: by/for/in/because of fame/reputation/rumor [must reflect an ablative construction]
7. *super*: above/beyond /over
aethera: the sky/skies/air/heaven(s)
8. *Italiam*: Italy [must be direct object of *quaero* or in apposition to *patriam*]
quaero: I seek/look for; am seeking, etc.
patriam: (as a) fatherland/country/homeland [must be in apposition to *Italiam* or direct object of *quaero*]; ancestral [if rendered as an adjective modifying *Italiam*]

AP[®] LATIN: VERGIL
2006 SCORING GUIDELINES

Question V1 (continued)

9. *et genus*: and a race/nation/lineage [must be direct object of *quaero*]
ab Iove: from Jupiter/Jove [must be construed with *genus* or with *quaero*: e.g., I ask Jupiter for; I seek from Jupiter ...]
summo: highest/greatest [must modify *Iove* and must be superlative]
10. *bis denis*: twenty/twice ten [must modify *navibus*]
navibus: with/by (means of)/on ships
11. *conscendi*: I mounted/ascended/climbed/boarded/sailed
Phrygium aequor: the Phrygian/Ionian sea/ocean [must be construed with *conscendi*]
12. *matre dea monstrante*: (with) my goddess mother (mother the goddess) showing/pointing out [must account for the ablative absolute construction with a participle or with an appropriate clause *and* must reflect that the participle is present tense]
viam: the way/road [must be rendered as a direct object, but may be accepted as direct object of *secutus* if *data fata* is misconstrued]
13. *secutus*: having followed/following [must modify subject of *conscendi*]
fata: the fate(s) [must be direct object of *secutus*]
data: (having been) given [must modify *fata*]
14. *vix septem*: scarcely/hardly/barely seven [must be subject of *supersunt*]
supersunt: survive/remain/are left [must be present tense]
15. *convulsae*: (having been) battered/torn/plucked [must modify *septem*]
undis: by/from the waves
Euroque: and (by/from) Eurus/the (southeast) wind
16. *ipse*: (I) myself [must modify subject of *peragro*]
ignotus: unknown/ignorant [must modify subject of *peragro*]
egens: needing/wanting/in need [must modify subject of *peragro*]
17. *peragro*: I wander/roam (through); I am wandering, etc.
deserta: the deserts; abandoned/remote places [must be direct object of *peragro*]
Libyae: of Libya/Libya's [must be construed with *deserta*]
18. *pulsus*: (having been) driven/routed/rejected [must modify the subject of *peragro*]
Europa atque Asia: from/by Europe and (also) Asia

AP[®] LATIN: VERGIL
2006 SCORING GUIDELINES

Question V2

Translation:

I was stunned; the image of my dear father came (to mind), as I saw the king of similar age breathing out his life from the cruel wound, Creusa (having been) abandoned came over (me), and the plundered house and the misfortune of little Iulus. I look back and survey what force(s) there is (are) around me. All, exhausted, have deserted (me) and sent their weary bodies to the ground in a leap or given them to the fires.

9 points total: One half-point for each segment, rounding up to the next highest integer.

1. obstipui
2. subiit ... subiit
3. cari genitoris imago
4. ut ... vidi
5. regem aequaeuum
6. vitam exhalantem
7. crudeli vulnere
8. (subiit) deserta Creusa
9. et direpta domus
10. et parvi casus Iuli
11. respicio et ... lustrum
12. quae sit ... copia
13. me circum
14. deseruere omnes defessi
15. et ... saltu ... misere
16. aut ignibus ... dedere
17. corpora ... aegra
18. ad terram

Acceptable Translations for Question V2

1. *obstipui*: I was stunned/struck dumb; I stood amazed
2. *subiit ... subiit*: came to (my) mind/rose up/came upon (me)/occurred (to me) [must be past tense]
3. *imago*: the/an image/likeness [must be subject of *subiit*]
cari genitoris: of (my/the) dear father/parent; (my) father's/parent's [must be construed with *imago*]
4. *ut*: as/when
vidi: I saw [must be past tense]
5. *regem*: the king [must be direct object of *vidi*]
aequaeuum: of the same/equal/like age [must modify *regem*]
6. *vitam*: (his) life [must be direct object of *exhalantem*]
exhalantem: breathing out/exhaling [must modify *regem* and must be present tense]
7. *crudeli vulnere*: by/because of/from/with the/a cruel/savage/merciless wound
8. *deserta Creusa*: Creusa (having been) abandoned [must be subject of *subiit*]

AP[®] LATIN: VERGIL
2006 SCORING GUIDELINES

Question V2 (continued)

9. *et direpta domus*: and the house (having been) plundered/pulled to pieces/ruined/destroyed [must be subject of *subiit*]
10. *et casus*: and the misfortune/chance/fate [must be subject of *subiit*]
parvi Iuli: of small/little Iulus/Ascanius; small/little Iulus's/Ascanius's [must be construed with *casus*]
11. *respicio*: I look back/around [may be past tense if *lustro* is also rendered as a past tense]
et lustro: and I survey/seek/review [may be past tense if *respicio* is also rendered as a past tense]
12. *quae copia*: what/which force(s)/band/troop(s) [must be subject of *sit*]
sit: is [may be past tense if *respicio* and *lustro* are also rendered as historical presents; may be plural if *copia* is rendered as plural]
13. *circum me*: around/about me
14. *omnes*: (they) all/everyone
defessi: tired/exhausted/having lost heart [must modify *omnes*]
deseruere: (have) abandoned (me) [may be pluperfect if *respicio* and *lustro* are rendered as past tense; may be singular with appropriate rendering of *omnes*]
15. *et misere*: and (have) sent [may be pluperfect if *respicio* and *lustro* are rendered as past tense; may be singular with appropriate rendering of *omnes*]
saltu: with/in a leap/jump; by jumping
16. *aut dedere*: or (have) given/surrendered [may be pluperfect if *respicio* and *lustro* are rendered as past tense; may be singular with appropriate rendering of *omnes*]
ignibus: to the fire(s) [must be dative indirect]
17. *corpora*: (their) bodies [must be direct object of *misere* and/or *dedere*]
aegra: their sick/weary [must modify the direct object of *dedere*]
18. *ad terram*: to the ground/earth/land

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).

AP[®] LATIN: VERGIL
2006 SCORING GUIDELINES

Question V4

- 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 whether or not Turnus is portrayed as heroic. 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 whether or not Turnus is portrayed as heroic. 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 whether or not Turnus is portrayed as heroic. The discussion 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 whether or not Turnus is portrayed as heroic. 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 are very general or irrelevant to the question. The student cites Latin but with only limited comprehension of the Latin in context 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 student may fail to cite any Latin or may only provide 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).

AP[®] LATIN: VERGIL
2006 SCORING GUIDELINES

Question V5

- 6** This is an excellent, well-organized essay. It makes liberal use of specific, accurate details to support the identification of one character from each group and to support discussion of the way in which each character affects the plot of the *Aeneid*. 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** This is a good, strong essay with identification of one character from each group and a discerning discussion, supported by specific details, of the way in which each character affects the plot of the *Aeneid*. The discussion is either not as sophisticated or well developed as a “6” or not quite as well supported with specific details. These details, however, do appear confident.
- 4** This is an adequate essay with identification of one character from each group and sufficient details to support the discussion of the way in which each character affects the plot of the *Aeneid*, or a good discussion of one character but a limited discussion of the other character. The discussion may be more descriptive than analytical. The details provided, although perhaps scanty, are specific, accurate, and relevant.
- 3** This is a limited response that contains identification of one character from each group, but lacks sufficient details to support the discussion of the way in which each character affects the plot of the *Aeneid*. Alternately, it may be a response in which the details cited are misconstrued or inappropriate, or the student may present a good discussion of one character but very little of another.
- 2** The student presents a vague identification of one character from each group and/or a vague and faulty discussion of the way in which each character affects the plot of the *Aeneid*. Alternately, the student presents a discussion of only one character. Statements may be very general or irrelevant to the question.
- 1** The student understands the question and identifies at least one character but presents no meaningful discussion of the way in which the characters affect the plot of the *Aeneid*. Although no substantive argument is presented, the response does contain some correct information relevant to the question.
- 0** The student gives a response that is totally irrelevant, totally incorrect, or merely restates the question. The student demonstrates no understanding of the way in which any of these characters affects the plot of the *Aeneid*.
- This is a blank space or off-task answer (e.g., drawing, personal letter).