



## **AP<sup>®</sup> Latin: Vergil 2007 Scoring Guidelines**

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# AP<sup>®</sup> LATIN: VERGIL 2007 SCORING GUIDELINES

## Question V1

### Translation:

Unfortunate Dido is burned (with love) and wanders, raging, through the whole city, like a deer, an arrow having been shot, whom, careless, a shepherd has pierced from a distance amid the Cretan forests, driving (it) with weapons and (in whom) unknowing(ly) he has left the flying iron: that one (doe) wanders the Dictaeon forests and glades in flight. The deadly reed clings to its side.

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

1. *uritur*
2. *infelix Dido*
3. *tota ... urbe*
4. *-que vagatur*
5. *furens*
6. *qualis ... cerva*
7. *coniecta ... sagitta*
8. *quam ... incautam*
9. *procul ... fixit pastor*
10. *nemora inter Cresia*
11. *agens telis*
12. *liquitque ... nescius*
13. *volatile ferrum*
14. *illa ... peragrat*
15. *fuga*
16. *silvas saltusque Dictaeos*
17. *haeret lateri*
18. *letalis harundo*

### Acceptable Translations for Question V1

1. *uritur*: is burned/enflamed/consumed/scorched; burns (with love) [may be rendered as past tense if *vagatur* is also rendered as past tense]
2. *infelix Dido*: unlucky/ill-fated/unfortunate/unhappy/wretched/miserable Dido [must be subject of *uritur* and *vagatur*]
3. *tota urbe*: and (in/through/around) the whole/entire city [must be construed with *vagatur*]
4. *-que*: and  
*vagatur*: (and) wanders/roams/moves/is carried (to and fro) [may be rendered as past tense if *uritur* is also rendered as past tense]
5. *furens*: raging/raving/being frantic/rushing about [as participle];  
mad/lunatic/frenzied/insane(ly)/frantic(ally)/out of her mind [as adjective or adjective rendered as adverb] [must modify *Dido* or be rendered as an appropriate adverb as if modifying *vagatur*]
6. *qualis*: (of) what sort/kind (is)/(just) as/like [must connect *Dido* with *cerva*]  
*cerva*: a deer/doe/hind [must be connected with *Dido*]
7. *coniecta*: (having been) hurled/shot/cast [must modify or be construed with *sagitta*]  
*sagitta*: (by) an/the arrow [may be rendered as an ablative absolute or as a clause that is consistent with the ablative absolute construction or as an ablative of instrument with *fixit*]
8. *quam*: whom/which/that [must be rendered as a relative pronoun with *cerva* as its antecedent and must be direct object of *fixit*]  
*incautam*: incautious/careless/unsuspecting/unprotected/off her/its guard [must modify or be construed with *quam*]

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**Question V1 (continued)**

9. *procul*: from/at a distance; from afar  
*pastor*: a/the shepherd/herdsman [must be subject of *fixit*]  
*fixit*: (has) (trans)fixed/stuck/pierced/shot/run through [must reflect that *fixit* is perfect tense]
10. *nemora inter*: amid/among/between the groves/woods/forests  
*Cresia*: Cretan/Cresian/of Crete/Crete's [must be construed with *nemora*]
11. *agens*: driving/moving/forcing/chasing/pursuing [must modify *pastor* and must be rendered as present active participle]  
*telis*: with/by (means of) weapons/arrows/spears/missiles [must be plural and must be construed with either *agens* or *fixit*]
12. *liquitque*: and (has) left (behind)/abandoned  
*nescius*: ignorant/unaware/not knowing [must modify subject of *liquit*]
13. *volatile*: flying/swift [must modify *ferrum*]  
*ferrum*: the iron/weapon/arrow [must be direct object of *liquit*]
14. *illa*: that one/she/it [must refer to *cerva* and be subject of *peragrat*]  
*peragrat*: travels/traverses/wanders (through) [must be present tense]
15. *fuga*: in/by flight; by fleeing/running away [translation must reflect ablative case]
16. *silvas*: forests/woods/woodlands [must be construed with *peragrat*]  
*saltusque*: and passes/glades/woodlands/forest [must be construed with *peragrat*]  
*Dictaeos*: Dictaeon/Cretan [must modify *saltus* or both *silvas* and *saltus*]
17. *haeret*: clings/sticks (in)/adheres/holds/fastens/remains; is fixed/attached/fastened [must be present tense]  
*lateri*: to/in(to)/on(to) its (her/the) side/flank
18. *letalis*: deadly/fatal/lethal/causing death [must modify *harundo*]  
*harundo*: reed/shaft/arrow [must be subject of *haeret*]

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## Question V2

### Translation:

Others will hammer out breathing bronzes more softly (indeed, I believe [it]), they will produce living faces from marble, they will plead cases better, and will chart the movements of the sky with a rod and (will) describe the rising stars. You, Roman, remember to rule the peoples with (the exercise of) authority (these will be the skills for you), and (remember) to impose custom upon peace, to spare the ones (having been) subjected and to conquer the proud.

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

1. excudent alii
2. mollius
3. spirantia aera
4. credo equidem
5. vivos ducent ... vultus
6. de marmore
7. orabunt causas melius
8. caelique meatus
9. describent radio
10. et surgentia sidera dicent
11. tu ... Romane memento
12. regere ... populos
13. imperio
14. hae ... artes
15. tibi erunt
16. pacique imponere morem
17. parcere subiectis
18. et debellare superbos

### Acceptable Translations for Question V2

1. *alii*: (the) others/some [must be subject of *excudent* and the following future tense verbs]  
*excudent*: will/shall forge/fashion/hammer out/strike out/beat out [must be future tense]
2. *mollius*: more/rather softly/supplely/agreeably/gently/gracefully/delicately [must be comparative and must modify either *spirantia* or *excudent*]
3. *spirantia*: breathing/(being) alive/living/exhaling [must modify *aera*]  
*aera*: bronze(s) [must be direct object of *excudent*]
4. *credo*: I believe (it)/suppose/imagine/trust; I have faith/confidence (in it); I am confident  
*equidem*: for my part/indeed/in truth/truly/certainly/as far as I am concerned/in fact
5. *vivos*: living/live/alive/lifelike [must modify *vultus*]  
*vultus*: faces/countenances/expressions/features [must be direct object of *ducent*]  
*ducent*: (others/they) will fashion/lead (out)/bring (out)/draw/trace/produce/form/construct/make/shape [must be future tense]
6. *de marmore*: from (the) marble (block) [must be rendered as a noun]
7. *orabunt*: (others/they) will plead/speak/treat/argue [must be future tense]  
*causas*: cases [must be direct object of *orabunt* and must be plural]  
*melius*: better [must be comparative and must modify *orabunt*]
8. *caelique*: and of the sky/heaven(s); the sky's/heaven's (heavens') [must be construed with *meatus*]  
*meatus*: movements/passages/paths/courses/motions [must be direct object of *describent*]

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**Question V2 (continued)**

9. *describent*: (others/they) will describe/record/represent/mark (out)/trace/chart/map out/write down/track/ [must be future tense]  
*radio*: with a rod/staff/compass [must be translated in a manner consistent with the ablative case]
10. *et dicent*: and will tell/speak (of/about)/relate/describe/discuss/say [must be future tense]  
*surgentia*: rising/looming/mounting/ascending [must modify *sidera*]  
*sidera*: the stars/constellations [must be plural and must be direct object of *dicent*]
11. *tu Romane*: you Roman (man) [must be vocative and singular]  
*memento*: remember; shall/will remember [must be imperative]
12. *regere*: to rule/govern/guide/control [must be infinitive completing *memento*]  
*populos*: (the) people(s)/nations/races [must be direct object of *regere*]
13. *imperio*: with/by/in power/authority/empire/rule/government/ control/command/order [must be translated in a manner consistent with the ablative case]
14. *hae*: these [must modify *artes* or be subject of *erunt* if *artes* is treated as predicate nominative]  
*artes*: arts/skills/crafts/sciences [must be plural and rendered as subject or predicate nominative of *erunt* or as direct object of “have” if *tibi erunt* is rendered as dative of possession]
15. *tibi*: to/for you; your/yours [as if modifying or predicate with *artes*]; you [as subject of “have” if *tibi erunt* is rendered as dative of possession]  
*erunt*: will be; will have [if *tibi* is treated as a dative of possession] [must be future tense]
16. *pacique*: and on/upon/to peace/of/for peace  
*imponere*: to impose/put/place/lay/attach/apply/establish [must be infinitive completing *memento*]  
*morem*: custom/practice/tradition/habit
17. *parcere*: to spare/be merciful to/show consideration towards [must be infinitive completing *memento*]  
*subiectis*: those/the ones (having been) made subject/subdued/put under (your) control [as participle]; the (your) subjects/subordinates/inferiors; the vanquished/conquered/defeated/humbled/submissive [as adjective used as noun] [must complete *parcere*]
18. *et debellare*: and to subdue/conquer/vanquish/defeat/crush/destroy/battle [must be infinitive completing *memento*]  
*superbos*: the proud/arrogant/haughty (ones) [must be direct object of *debellare*]

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**Question V3**

- 6** This is an excellent, well-organized essay. It makes liberal use of specific, appropriate references from the Latin text throughout both passages, properly cited. These references support a discussion comparing and contrasting the characterization of Juno in the two passages. 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 that compares and contrasts the characterization of Juno in the two passages. The discussion is either not as sophisticated or well-developed as a “6” or not quite as well-supported with textual references from throughout both passages. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passages.
- 4** This is an adequate essay with some accurate discussion that compares and/or contrasts the characterization of Juno in the two passages. The discussion may be uneven with emphasis only on one of the two passages or with more emphasis on the characterization of Juno in the two passages than on comparison and contrast; or it may be more descriptive than analytical. The Latin references may be scanty, but are specific, accurate, and relevant.
- 3** This is a limited response that lacks an adequate discussion comparing and contrasting the characterization of Juno in the two passages; or which discusses only the characterization of Juno without comparison or contrast; or that discusses only one of the two passages. The answer tends to rely on description. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. Alternatively, the student may write a good essay reflecting knowledge of both passages but fail to cite any Latin to support the answer.
- 2** The student recognizes at least one of the passages but presents a vague or weak discussion. Statements may be very general or irrelevant to the question. The student may recall general information about Juno’s character, but demonstrates only limited comprehension of the Latin cited; or the student may fail to cite any Latin at all.
- 1** The student understands the question but presents no meaningful discussion derived from the passages. 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).

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**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 what the passage reveals about both Priam and Pyrrhus. 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 what the passage reveals about both Priam and Pyrrhus. 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 what the passage reveals about both Priam and Pyrrhus. The discussion may be uneven, with more on Priam than on Pyrrhus or vice versa; 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 what the passage reveals about both Priam and Pyrrhus, or that discusses only Priam or only Pyrrhus. The answer tends to rely on description. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. Alternatively, 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).

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**Question V5**

- 6** This is an excellent, well-organized essay. It makes liberal use of specific, accurate details to support the discussion of how one episode from Group A and one from Group B contribute to understanding the sufferings of the Trojans. 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 a discerning discussion, supported by specific details, of how one episode from Group A and one from Group B contribute to understanding the sufferings of the Trojans. 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 some accurate discussion of how one episode from Group A and one from Group B contribute to understanding the sufferings of the Trojans; or a good discussion of one episode, but a limited discussion of the other. 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 lacks sufficient details to support the discussion of how one episode from Group A and one from Group B contribute to understanding the sufferings of the Trojans; or in which the details cited are misconstrued or inappropriate; or that contains a strong discussion of one of the two episodes but a weak discussion of the other.
- 2** The student presents a vague or faulty discussion of how one episode from Group A and one from Group B contribute to understanding the sufferings of the Trojans. Alternatively, the student presents a discussion only of the sufferings or of only one episode. Statements may be very general or irrelevant to the question.
- 1** The student understands the question and mentions at least one episode, but presents no meaningful discussion of the way in which this episode contributes to understanding the sufferings of the Trojans. 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 episode contributes to understanding the sufferings of the Trojans.
- This is a blank space or off-task answer (e.g., drawing, personal letter).