



AP[®] Latin: Vergil 2004 Scoring Commentary

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**AP[®] LATIN: VERGIL
2004 SCORING COMMENTARY**

Question V1

Sample: 1A

Score:

Credit was given for segments 1, 3, 5, 7, 8, 12, and 16.

Sample: 1B

Score:

Credit was not given for segments 2, 3, 5, 6, 9, 15, 17, and 18.

Sample: 1C

Score:

Credit was not given for segment 9.

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Question V2

Sample: 2A

Score:

Credit was given for 2, 5, 6, 8, 11, 12, 17, and 18.

Sample: 2B

Score:

Credit was not given for 3, 7, 9, 13, 14, 15, and 16.

Sample: 2C

Score:

Credit was not given for segments 3 and 4.

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Question V3

Sample: 3A

Score: 3

This essay adequately discusses passage A with sufficient relevant Latin citations to characterize Neptune as a ruler. The student's failure to correctly identify and discuss Dido as the ruler in passage B necessitates a "3" for this essay.

Sample: 3B

Score: 4

This is an adequate response to the question, with both passages clearly recognized. However, the Latin cited is quite loosely paraphrased for passage A; thus the essay is not as "confident" as a "5." The discussion of passage B has similar weakness in the handling of the Latin and loses its focus upon Dido's characteristics as a leader.

Sample: 3C

Score: 5

The pietas (Neptune)-furor (Dido) contrast is a somewhat forced thesis for this essay question, although the student works it out quite well. The student's command and citation of the Latin of both passages is solid, more than "adequate" (which would be a "4") but not as strong as in a "6." Also, especially for passage B, the Latin is not so well used for analysis as in a "6" essay.

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Question V4

Sample: 4A

Score:

While the essay defines the contrast between Pallas' hopes and the reality of his situation, the Latin support is weak, mainly from the last two lines of the passage. The student failed to work a good portion of the passage (lines 1-5) into the essay. Lines 6-7 are not fully or correctly understood. Since Alcides is not identified, the student was unable to make the point that not even the gods could help Pallas.

Sample: 4B

Score:

This is an essay with limited discussion of the contrast between Pallas' hopes and the reality of his situation. While the citations and points made about lines 4-5 and 8-9 are correct, the reference to lines 6-7 is vague, and the first two and a half lines are ignored. The discussion lacked some key points made in the passage: Pallas' intent to rely on luck and daring to outweigh his inferior skills and his hope that a dying Turnus will see him as a victor.

Sample: 4C

Score:

This is a well-organized essay that works almost all of the passage in as correct citations to support the discussion of the contrast between Pallas' hopes and the reality of his situation.

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Question V5

Sample: 5A

Score: 2

This essay received a 2 out of 6. The student deals with only one episode, the Trojan Women's attempt to Burn the Ships, in a limited manner. Details are limited as to how Juno carried how her plan to stir up the women, and no mention is made about the outcome: Jupiter's rainstorm and the plan of Aeneas to allow some of his followers to remain in Sicily.

Sample: 5B

Score: 4

This essay received 4 out of 6. In the Aeneas-Helen account, the student failed to understand Venus' reasons for stopping Aeneas: the gods are responsible and he should take care of his family. The Nisus-Euryalus episode has been adequately handled. The student, however, failed to mention that Nisus attempted to save his friend after capture.

Sample: 5C

Score:

This essay received full credit. In a well-organized manner, the student has confidently and correctly analyzed the tension between reasonable and rash behavior in the Trojan Women's attempt to Burn the Ships and Amata episodes. This is an excellent essay, displaying quality and thoroughness of examples given in both stories.