



AP[®] Latin: Vergil 2008 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 5,400 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.

© 2008 The College Board. All rights reserved. College Board, AP Central, Advanced Placement Program, AP, SAT, and the acorn logo are registered trademarks of 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 online home for AP teachers: apcentral.collegeboard.com.

AP[®] LATIN: VERGIL
2008 SCORING GUIDELINES

Question V1

Translation:

Where is he rushing? Let him give this final gift to his wretched lover: Let him wait for both an easy flight and carrying winds. Now I do not ask for the old bond, which he has betrayed, nor that he lack beautiful Latium and give up his kingdom. I seek an empty time, rest and space for (my) passion, until my fate teaches me, conquered, how to grieve.

18 points total:

1. Quo ruit
2. Extremum hoc munus
3. det ... exspectet
4. miserae amanti
5. facilem fugam
6. -que ... -que
7. ventos ferentes
8. non iam oro
9. coniugium antiquum
10. quod prodidit
11. nec ut careat
12. pulchro Latio
13. regnumque relinquat
14. tempus inane peto
15. requiem spatiumque furori
16. dum doceat
17. mea fortuna
18. me victam dolere

Acceptable Translations:

1. *Quo*: where/where to/whither
ruit: is he rushing/does he rush
2. *Extremum*: last/final/ultimate [must modify *munus*]
hoc: this [must modify *munus*]
munus: gift/duty/service [must be direct object of *det*]
3. *det*: let him give/grant; may he give/grant; if only he would give/grant [must translate as a jussive (hortatory) or optative subjunctive]
exspectet: let him await/let him wait for/let him expect [must translate as a jussive (hortatory) or optative subjunctive]
4. *miserae*: to (his/an) unhappy/wretched/miserable/poor/pitiful [must modify *amanti*]
amanti: lover/(one) loving (him) [must be indirect object of *det*]
5. *facilem*: easy [must modify *fugam*]
fugam: flight [must be direct object of *exspectet*]
6. *-que*: both [must join *fugam* and *ventos*]
-que: and [must join *fugam* and *ventos*]
7. *ventos*: winds [must be direct object of *exspectet*]
ferentes: bearing/carrying/driving (away)/leading/hurrying; (winds)that bear/carry/etc.; favorable [must modify *ventos*]

AP® LATIN: VERGIL
2008 SCORING GUIDELINES

Question V1 (continued)

8. *non*: not
iam: now/at this time; moreover/in fact
OR
non iam: no longer
oro: I ask for/beg/pray for/request/plead/beseech
9. *coniugium*: (the/our) marriage/wedlock/union [must be object of *oro*]
antiquum: former/previous/old/ancient [must modify *coniugium*]
10. *quod*: which/that [must be relative and must be object of *prodidit*]
prodidit: he (has) betrayed/surrendered/abandoned
11. *nec*: nor/and ... not
ut: that [must indicate that this introduces indirect command]
careat: he be deprived of/he lack/he miss/he be without/he do without/to lack [must reflect subjunctive]
12. *pulchro*: fair/lovely/pretty/beautiful/handsome/fine/excellent [must modify *Latio*]
Latio: Latium [must depend on *careat*]
13. *regnum*: (his/a/the) kingdom/reign/dominion/sovereignty/rule [must be object of *relinquat*]
-que: and
relinquat: that he give up/abandon/leave behind/relinquish [must reflect subjunctive]
14. *tempus*: (some) time/(a space of) time [must be object of *peto*]
inane: empty/idle [must agree with *tempus*]
peto: I seek/look for/ask for; I am seeking
15. *requiem*: quiet/rest [must be object of *peto*]
spatiumque: and (a) space [must be object of *peto*]
furori: for/to (my) rage/passion/madness/anger/frenzy
16. *dum*: until/while [if the verb is rendered clearly as subjunctive]
doceat: teaches/may teach/instructs/may instruct
17. *mea fortuna*: my fortune/fate/luck/lot (in life) [must be subject of *doceat*]
18. *me*: me [must be object of *doceat*]
victam: conquered/beaten/overcome/vanquished [must modify *me*; must be perfect passive]
dolere: (how) to grieve/mourn/to be sad [must depend on *doceat*]

AP[®] LATIN: VERGIL 2008 SCORING GUIDELINES

Question V2

Translation:

Meanwhile the king of all-powerful Olympus addresses Juno, watching the battles from a golden cloud: “Now what end will there be, wife? What, finally, remains? You yourself know and you admit that you know that Aeneas the hero is owed to heaven and is lifted by the fates to the heavens. What are you plotting? Or in what hope do you remain amid the chilly clouds?”

18 points total:

1. *Iunonem* interea
2. *rex omnipotentis Olympi*
3. *adloquitur*
4. *pugnas tuentem*
5. *fulva de nube*
6. *Quae finis erit*
7. *iam coniunx*
8. *Quid denique restat*
9. *Indigetem Aenean*
10. *scis ipsa*
11. *et scire fateris*
12. *deberi caelo*
13. *fatisque tolli*
14. *ad sidera*
15. *Quid struis*
16. *Aut qua spe*
17. *gelidis in nubibus*
18. *haeres*

Acceptable Translations:

1. *Iunonem*: Juno [must be object of *adloquitur*]
interea: in the meantime/meanwhile
2. *rex*: (the) king/ruler [must be subject of *adloquitur*]
omnipotentis: of all-powerful/omnipotent/almighty [must modify *Olympi*]
Olympi: (of) Olympus
3. *adloquitur*: addresses/speaks to/says to [may be historical present]
4. *pugnas*: (the) battles/combat/fights [must be object of *tuentem*; must be plural]
tuentem: looking at/regarding/watching/observing/gazing upon/surveying [must modify *Iunonem*]
5. *fulva*: tawny/yellow/gold(en) [must agree with *nube*]
de: from/down from
nube: cloud [must be object of *de*]
6. *Quae*: what/which [must agree with *finis*]
finis: end
erit: will be/will (there) be
7. *iam*: now/at this point
coniunx: wife/spouse [must reflect vocative]
8. *Quid*: what [must be subject of *restat*]
denique: finally/in the end/at last
restat: remains/is left

AP[®] LATIN: VERGIL
2008 SCORING GUIDELINES

Question V2 (continued)

9. *Indigetem*: (national) hero/heroic/deified (hero)/demigod/divine; native/indigenous [must agree with *Aenean* as either attributive or predicative, or as an epithet: Aeneas Indiges]
Aenean: Aeneas [translation must reflect that this is subject accusative in indirect statement]
10. *scis*: you know/you are aware/you recognize
ipsa: yourself
11. *et*: and
scire: (that you) know/to know/(to) knowing [must represent verb in indirect statement depending on *fateris*]
fateris: you admit/acknowledge/confess
12. *deberi*: is owed/to be owed
caelo: to the sky/to heaven(s) [must be indirect object of *deberi*]
13. *-que*: and
fatis: by/by means of/because of (the/his) fates/fortunes [translation must indicate ablative of means or cause; may be singular]
tollit: is (being) lifted (up)/carried (up)/raised (up); to be lifted up/carried (up)/raised (up)
14. *ad sidera*: to the stars/to the constellations/to the heavens
15. *Quid*: what [must be object of *struis*]
struis: do you plan/arrange/plot/prepare/contrive; are you planning/arranging/plotting/preparing/contriving
16. *Aut*: or
qua spe: with/in/because of/by what hope/expectation; to what hope/expectation [if construed closely with *haeres*]
17. *in*: in/amid/among/on
nubibus: (the) clouds [must be object of the preposition *in*]
gelidis: icy/cold/cool/chilly [must modify *nubibus*]
18. *haeres*: are you clinging/sticking/staying/lingering/persisting/remaining (close)/sitting fast; do you cling/stick/stay/linger/persist/remain (close)/sit fast

AP[®] LATIN: VERGIL
2008 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 a discussion of the Trojans' views at the time they received the wooden horse and Aeneas' view as he looks back. 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 Trojans' views at the time they received the wooden horse and Aeneas' view as he looks back. The discussion is either not as sophisticated or well developed as that found in 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 Trojans' views at the time they received the wooden horse and Aeneas' view as he looks back. The discussion may be uneven, with emphasis only on one point of view, or it may be more descriptive than analytical. The Latin references may be scanty, but they are specific, accurate, and relevant.
- 3** This is a limited response which lacks an adequate discussion of the Trojans' views at the time they received the wooden horse and Aeneas' view as he looks back, or which discusses only one point of view. 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 may be very general or irrelevant to the question. The student may recall general information about the wooden horse or the fall of Troy 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 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

2008 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 the request Aeneas makes and what he promises the Sibyl. 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 request Aeneas makes and what he promises the Sibyl. The discussion is either not as sophisticated or well developed as that found in 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 request Aeneas makes and what he promises the Sibyl. The discussion may be uneven, with more on Aeneas’ request than on his promises or vice versa, or it may be more descriptive than analytical. The Latin references may be scanty, but they are specific, accurate, and relevant.
- 3** This is a limited response that lacks adequate discussion of the request Aeneas makes and what he promises the Sibyl, or that discusses only his request or only his promises. 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).

AP[®] LATIN: VERGIL
2008 SCORING GUIDELINES

Question V5

- 6** This is an excellent, well-organized essay. It makes liberal use of specific, accurate details to support the discussion of how the Trojans' encounters with one character from Group A and one from Group B each illustrates hospitality. 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 the Trojans' encounters with one character from Group A and one from Group B each illustrates hospitality. The discussion is either not as sophisticated or well developed as that found in a "6" or not quite as well supported with specific details. These details, however, do appear confident, though the treatment of the two characters may be uneven.
- 4** This is an adequate essay with some accurate discussion of how the Trojans' encounters with one character from Group A and one from Group B each illustrates hospitality, or a good discussion of one encounter but a limited discussion of the other. The details provided may be scanty, but they are specific, accurate, and relevant.
- 3** This is a limited response that lacks sufficient details to support the discussion of how the Trojans' encounters with one character from Group A and one from Group B each illustrates hospitality, or in which the details cited are misconstrued or inappropriate, or that contains a strong discussion of one of the two encounters and no discussion of the other.
- 2** The student presents a vague or faulty discussion of how the Trojans' encounters with one character from Group A and one from Group B each illustrates hospitality. Statements may be very general or irrelevant to the question. Alternatively, the student presents a weak discussion of only one encounter.
- 1** The student understands the question and mentions at least one encounter but presents no meaningful discussion of the way in which this encounter illustrates the concept of hospitality as it relates to the chosen character. Although no substantive argument is presented, the response does contain some correct information relevant to the question. Alternatively, the student presents a good discussion of the concept of hospitality with no reference to the characters given in 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 Latin in context.
- This is a blank space or off-task answer (e.g., drawing, personal letter).