



AP[®] Latin: Vergil 2009 Scoring Guidelines

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Question V1

Translation

Saturn's daughter, fearing this and mindful of the old war, which she first had waged at Troy on behalf of (her) dear Argives—the causes of anger(s) and the savage griefs had not even yet fallen from her mind; the judgment of Paris and the injury of her spurned beauty remains stored in the depths of her mind, and the hated race and the honors of stolen Ganymede.

18 points

1. *id metuens*
2. *veteris ... belli*
3. *–que ... memor*
4. *Saturnia*
5. *prima ... gesserat*
6. *quod ad Troiam*
7. *pro caris ... Argis*
8. *necdum etiam*
9. *causae irarum*
10. *saevique dolores*
11. *exciderant animo*
12. *manet ... repostum*
13. *alta mente*
14. *iudicium Paridis*
15. *spretaeque iniuria formae*
16. *et ... et*
17. *genus invisum*
18. *rapti Ganymedis honores*

Acceptable translations

1. *id*: it; that (thing), this (thing), the thing; **must be object of** *metuens*
metuens: fearing, being afraid of; **must be nominative**
2. *veteris ... belli*: (of) (the) old/long-standing/ancient war; **translation must be appropriate to translation of** *memor*
3. *–que*: and
memor: remembering; mindful of; **must be nominative**
4. *Saturnia*: Saturn's daughter; the Saturnian one; Juno; Saturnia; **must be nominative**
5. *prima ... gesserat*: she first had waged/carried on; she, as chief/leader, had waged; she had been the first to wage/carry on; she was the first to have waged/carried on
6. *quod*: which, that; **must be object of** *gesserat*
ad Troiam: at/near/beside/outside [the walls of] Troy; against Troy
7. *pro*: for/on behalf of/for the sake of
caris: (her) dear/beloved
Argis: Argives/Greeks
8. *necdum*: not yet; (and) (but) not yet, not now
etiam: still; also, in addition, furthermore; even
9. *causae*: (the) causes of, reasons for; **must be subject of** *exciderant*
irarum: (her) anger(s), wrath; **must be construed with** *causae*; **may be translated as singular**

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Question V1 (continued)

10. *-que*: and (her)
saevi: fierce, savage, wild, cruel
dolores: pains, anguishes, resentments, sorrows, griefs, distress; **must be nominative; may be translated as singular**
11. *exciderant*: had fallen (off/away/out of/from); had slipped; had perished
animo: (her) mind, heart; **must reflect ablative**
12. *manet*: (there) remain(s), stay(s); historical present is acceptable
repostum: stored, put away, placed; **must be nominative**
13. *alta*: in (her) deep, lofty; deep in her mind; **or with partitive sense**: in the depths of (her); **must modify mente**
mente: mind; thought
14. *iudicium*: judgment, decision; **must be subject of manet**
Paridis: of Paris
15. *-que*: and
spretae: of/to (her) (having been) spurned, rejected, slighted, scorned; **must modify formae**
iniuria: injury, wrong, injustice, insult; **must be nominative**
formae: beauty, appearance, form; **must depend on iniuria**
16. *et ... et*: and ... and; both ... and
17. *genus*: race, people, nation, family; **must be nominative**
invisum: hated, hateful; odious; disliked; **must modify genus**
18. *rapti*: (having been) stolen, seized, snatched, carried off; ravished; taken, captured, abducted;
may modify Ganymedis or honores
Ganymedis: of Ganymede, **must reflect genitive depending on honores**
honores: honors, privileges; **must be nominative**

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Question V2

Translation

Thus he speaks to the upper air: "By (my) father's hospitality and the tables which you visited as a guest, I beseech you, Hercules (descendent of Alceus): be present at these vast undertakings. May he see that I am taking his bloody arms from him, half-dead, and may Turnus' dying eyes endure (me) as the victor." Hercules heard the youth and presses down a big groan beneath his deep heart, and pours forth empty tears.

18 points

1. *ita ... fatur*
2. *ad aethera*
3. *per patris*
4. *hospitium et mensas*
5. *quas advena adisti*
6. *te precor, Alcide*
7. *coeptis ingentibus adsis*
8. *cernat*
9. *me rapere*
10. *semineci sibi*
11. *arma cruenta*
12. *victoremque ferant*
13. *morientia lumina Turni*
14. *Audiit Alcides iuvenem*
15. *magnumque gemitum*
16. *sub imo corde*
17. *premit ... effundit*
18. *lacrimasque inanes*

Acceptable translations

1. *ita ... fatur*: thus/so/in this way he speaks; **may be translated as historical present**
2. *ad aethera*: to the (upper) air/aether/heaven(s)/sky
3. *per*: by, through
patris: (my) father's, of (my) father
4. *hospitium et mensas*: hospitality/welcome/reception and tables/feasts/meals; **must be objects of per**
5. *quas*: which, that; **must be object of adisti**
advena: (as a) stranger, newcomer, visitor, foreigner, guest, traveler; **must be in apposition to subject of adisti**
adisti: you approached, you came to, you went to, you visited
6. *te precor*: I beseech/pray/beg/supplicate you
Alcide: Alcides; descendant of Alceus, Hercules; **must be vocative**
7. *coeptis*: undertakings, beginnings; **must be object of adsis**; **alternatively coeptis ingentibus may be rendered as ablative absolute**
ingentibus: great, huge, giant; **must modify coeptis**
adsis: (may you) be present to/for/in; (may you) support; (may you) look favorably on, (may you) give your blessing to; **translation must reflect jussive subjunctive or object clause depending on precor**

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Question V2 (continued)

8. *cernat*: may he/let him perceive, see, discern, recognize; **translation must reflect jussive subjunctive**
9. *me*: me; **must be subject of** *rapere*
rapere: (to) snatch, steal, seize; that I am snatching, stealing, seizing
10. *semineci*: half-dead; **must modify** *sibi*
sibi: from him
11. *arma cruenta*: (his) bloody arms/weapons
12. *-que*: and
victorem: (me as) victor, conqueror; **must be object of** *ferant*
ferant: may they/let them bear/tolerate/endure; **translation must reflect jussive subjunctive**
13. *morientia lumina*: dying eyes, **must be subject of** *ferant*
Turni: of Turnus, Turnus'
14. *Audiit*: heard, listened to
Alcides: Alcides, descendant of Alcaeus, Hercules; **must be subject of** *audiit*
iuvenem: the young man, the youth; **must be object of** *audiit*
15. *magnumque gemitum*: and a huge/great/large groan; **must be object of** *premit*
16. *sub*: beneath, below, under; down in
imo: deep(est), innermost; lowest; bottom-most; **partitive use**, the deep(est)/innermost parts of; depths of, recesses of; the bottom of; deep (under his heart);
corde: (his) heart, (his) soul
17. *premit*: he presses, represses, suppresses; **may be translated as historical present if** *effundit* **is as well**
-que: and
effundit: he pours forth/out; sheds; **may be translated as historical present if** *premit* **is as well**
18. *lacrimas*: tears, **must be object of** *effundit*
19. *inanes*: empty, useless, vain; **must modify** *lacrimas*

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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 the passages, properly cited. These references support an analysis of the arguments Aeneas uses to justify both his departure from Carthage and his request to visit his father in the underworld. 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 analysis of the arguments Aeneas uses to justify both his departure from Carthage and his request to visit his father in the underworld. The analysis is either not as sophisticated or not as well developed as a 6 or not quite as well supported with textual references from throughout the passages. 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 analysis of the arguments Aeneas uses to justify both his departure from Carthage and his request to visit his father in the underworld. The discussion may be uneven with emphasis on only one of Aeneas' justifications; 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 of the arguments Aeneas uses to justify both his departure from Carthage and his request to visit his father in the underworld or that discusses only one of Aeneas' justifications. 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 may recall general information about Aeneas' departure from Carthage or about his journey to the underworld 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 answer may contain no Latin or only individual Latin words randomly selected.
- 0** The student gives a response that is totally irrelevant, is 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 analysis of how Vergil conveys Turnus' desperation. 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 analysis of how Vergil conveys Turnus' desperation. The analysis is either not as sophisticated or not as 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 analysis of how Vergil conveys Turnus' desperation. 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 how Vergil conveys Turnus' desperation. 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 of how Vergil conveys Turnus' desperation. 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 provide only individual Latin words randomly selected.
- 0** The student gives a response that is totally irrelevant, is 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 an episode involving one character from Group A and an episode involving one from Group B illustrate the destructive power of the desire for possessions. Occasional mistakes need not spoil the general impression of the essay. The quality and completeness of the discussion and the general coherence of the argument are more important than the number of features selected.
- 5** This is a good, strong essay with a discerning discussion, supported by specific details, of how an episode involving one character from Group A and an episode involving one from Group B illustrate the destructive power of the desire for possessions. 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, though the treatment of the two episodes may be uneven.
- 4** This is an adequate essay with some accurate discussion of how an episode involving one character from Group A and an episode involving one from Group B illustrate the destructive power of the desire for possessions; or a good discussion of one episode but a limited discussion of the other. 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 an episode involving one character from Group A and an episode involving one from Group B illustrate the destructive power of the desire for possessions; or in which the details cited are misconstrued or inappropriate; or that contains a strong discussion of one of the two episodes and no discussion of the other.
- 2** The student presents a vague or faulty discussion of how an episode involving one character from Group A and an episode involving one from Group B illustrate the destructive power of the desire for possessions or contains a weak discussion of one of the two episodes and no discussion of the other. 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 destructive power of the desire for possessions. 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, is totally incorrect, or merely restates the question. The student demonstrates no understanding of the way in which any episode contributes to understanding the destructive power of the desire for possessions.
- This is a blank space or off-task answer (e.g., drawing, personal letter).