Question 3 (40 percent)
(Suggested time—45 minutes)

Information written on this page will NOT be scored.

(A)

Contra ea Titurius sero facturos clamitabat, cum maiores manus hostium adiunctis
Germanis convenissent aut cum aliquid calamitatis in proximis hibernis esset
acceptum. Brevem consulendi esse occasionem. . . . Magno esse Germanis dolori
Line Ariovisti mortem et superiores nostras victorias; ardere Galliam tot contumeliis[1]
5   acceptis sub populi Romani imperium redactam,[2] superiore gloria rei militaris
exstincta. Postremo quis hoc sibi persuaderet, sine certa re Ambiorigem ad eius modi
consilium descendisse? Suam sententiam in utramque partem esse tutam: si nihil esset
durius, nullo cum periculo ad proximam legionem perventuros; si Gallia omnis cum
Germanis consentiret, unam esse in celeritate positam salutem. . . . Si praesens
10   periculum non, at certe longinqua obsidione fames esset timenda?

[1] contumelia, -ae, f.: insult
[2] redactam: "brought under"

                                                        ***Bellum Gallicum* 5. 29**

(B)

"O socii—neque enim ignari sumus ante malorum—
o passi graviora, dabit deus his quoque finem.
Vos et Scyllaeam rabiem penitusque sonantes
Line accestis[1] scopulos, vos et Cyclopia saxa
5   experti: revocate animos maestumque timorem
mittite; forsan et haec olim meminisse iuvabit.
Per varios casus, per tot discrimina rerum
tendimus in Latium, sedes ubi fata quietas
ostendunt; illic fas regna resurgere Troiae.
10   Durate, et vosmet rebus servate secundis."

[1] accestis: "you approached"

                                                 ***Aeneid* 1. 198-207**

In the passages above, both Quintus Titurius Sabinus and Aeneas address their men in difficult situations. In a
well-developed essay, analyze the ways in which each speaker tries to persuade his men to take a certain course of
action.

BE SURE TO REFER SPECIFICALLY TO THE LATIN **THROUGHOUT** THE PASSAGES TO SUPPORT THE
POINTS YOU MAKE IN YOUR ESSAY. Do NOT simply summarize what the passages say.

(When you are asked to refer specifically to the Latin, you must write out the Latin and/or cite line numbers AND
you must translate, accurately paraphrase, or make clear in your discussion that you understand the Latin.)

                         GO ON TO THE NEXT PAGE.

Question 4 (16 percent)
(Suggested time—15 minutes)

Information written on this page will NOT be scored.

> "Tempus erat quo prima quies mortalibus aegris
> incipit et dono divum gratissima serpit.
> In somnis, ecce, ante oculos maestissimus Hector
> *Line*   visus adesse mihi largosque effundere fletus,
>   *5* raptatus bigis ut quondam, aterque cruento
> pulvere perque pedes traiectus lora tumentes."

Aeneid **2. 268-273**

Give a **brief** answer to each of the following questions. Answer **in English** unless the question specifically asks you to write out Latin words. Number your answer to each question.

1. Name the speaker of these words.

2. Identify the case of <u>divum</u> (line 2).

3. Accurately write out and scan **all** of line 3 (<u>In somnis</u> . . . <u>Hector</u>).

4. Translate in context the word <u>fletus</u> (line 4) **AND** identify its case.

5. Name **one and only one** aspect of Hector's physical appearance described in lines 5-6 (<u>aterque</u> . . . <u>tumentes</u>).

6. What decisive event prompted Hector's visit?

7. According to what is described in Book 1, who dragged Hector's body around the walls of Troy three times?

        GO ON TO THE NEXT PAGE.

AP® LATIN
2015 SCORING GUIDELINES

Question 3

Score	Development of Argument / Analysis	Use of Latin	Inferences & Conclusions	Contextual Knowledge
5 **Strong**	The student develops a strong analysis of how each speaker tries to persuade his men to take a certain course of action and consistently aligns it to Latin evidence. Occasional errors need not weaken the overall impression of the essay.	The student uses copious examples of accurate, specific, and relevant Latin, properly cited, drawn from throughout both passages.	The student consistently uses inferences and draws conclusions that accurately reflect the Latin and support the analysis.	The student is able to use specific contextual references consistently in order to support the analysis.
4 **Good**	The student develops a good analysis of how each speaker tries to persuade his men to take a certain course of action, providing main ideas and some supporting details. Although the analysis may not be nuanced, it is based on a sound understanding of the Latin.	The student uses examples of Latin that are generally accurate, specific, and relevant, properly cited; while they are not plentiful, they are drawn from throughout both passages.	The student uses some inferences and draws some conclusions that accurately reflect the Latin and support the analysis. The student may rely on what is stated, or may make inaccurate inferences.	The student is able to use some specific contextual references that support the analysis.
3 **Average**	The student develops an analysis of how each speaker tries to persuade his men to take a certain course of action that reflects some understanding of the passage; it may be strong for one passage but weak for the other. The analysis may not be well-developed, relying on main ideas but few supporting details, or it may rely on summary more than on analysis.	The student may have few accurate Latin citations; they may not be linked to the analysis, or fail to support it.	The student may display only limited understanding of implied information.	The student may sometimes misunderstand contextual references or fail to connect them effectively to the analysis.
2 **Weak**	The student recognizes passage(s), but presents only a weak analysis. It may be confusing and lack organization, or may rely on summary. It addresses only portions of the passages, or addresses one passage well, but the other not at all.	The student provides little Latin support, taken out of context or misunderstood; or may use no Latin.	The student may make incorrect assumptions or make inferences and conclusions based on the passages only rarely.	The student may show no understanding or a thorough misunderstanding of context; references to context, if any, are irrelevant.

Score	Development of Argument / Analysis	Use of Latin	Inferences & Conclusions	Contextual Knowledge
1 **Poor**	The student understands the question but offers no meaningful analysis. Although the student may not recognize the passages, the response contains some correct, relevant information.	The student cites no Latin, or only individual Latin words, and exhibits either no understanding of the Latin in context, or a complete misunderstanding.	The student does not make inferences and conclusions based on the passages.	The student may show no understanding or a thorough misunderstanding of context and provide no meaningful discussion of context or contextual references.
0 **Unaccept-able**	The student offers a response that is totally irrelevant, totally incorrect, or restates the question.	The student demonstrates no understanding of Latin in context.	The student does not make inferences and conclusions based on the passages.	The student shows no understanding or a thorough misunderstanding of context and provides no meaningful discussion of context or contextual references.
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