Question 3

(Suggested time — 45 minutes)

Information written on this page will NOT be scored.

(A)

> "Aeole, namque tibi divum pater atque hominum rex
> et mulcere dedit fluctus et tollere vento,
> gens inimica mihi Tyrrhenum navigat aequor,

Line Ilium in Italiam portans victosque Penates:

5 incute vim ventis submersasque obrue puppes,
> aut age diversos et dissice corpora ponto.
> Sunt mihi bis septem praestanti corpore nymphae,
> quarum quae forma pulcherrima Deiopea,
> conubio iungam stabili propriamque dicabo,

10 omnes ut tecum meritis pro talibus annos
> exigat, et pulchra faciat te prole parentem."
> Aeolus haec contra: "Tuus, o regina, quid optes
> explorare labor; mihi iussa capessere fas est.
> Tu mihi quodcumque hoc regni, tu sceptra Iovemque

15 concilias, tu das epulis accumbere divum,
> nimborumque facis tempestatumque potentem."

***Aeneid* 1. 65-80**

(B)

> Erant in ea legione fortissimi viri, centuriones, qui primis ordinibus appropinquarent,
> Titus Pullo et Lucius Vorenus. Hi perpetuas inter se controversias habebant, quinam
> anteferretur, omnibusque annis de locis summis simultatibus contendebant.

Line Ex his Pullo, cum acerrime ad munitiones pugnaretur, "Quid dubitas," inquit, "Vorene?

5 Aut quem locum tuae probandae virtutis exspectas? Hic dies de nostris controversiis
> iudicabit." Haec cum dixisset, procedit extra munitiones quaeque pars hostium
> confertissima est visa irrumpit.

> Ne Vorenus quidem tum sese vallo continet, sed omnium veritus existimationem
> subsequitur . . . Transfigitur scutum Pulloni et verutum in balteo defigitur . . . Succurrit

10 inimicus illi[1] Vorenus et laboranti subvenit.

[1] illi = Pulloni

***Bellum Gallicum* 5. 44**

In passage A, Juno tells Aeolus to follow a specific course of action. In passage B, Pullo challenges Vorenus to take action. In a well-developed essay, identify and explain in detail what Juno and Pullo expect from Aeolus and Vorenus **and** analyze how Aeolus and Vorenus respond.

Be sure to refer specifically to the Latin **THROUGHOUT** the passages to support your summary and analysis.

When you refer specifically to the Latin, write out the Latin and/or cite line numbers **and** translate, accurately paraphrase, or make clear in your essay that you understand the Latin.

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Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

GO ON TO THE NEXT PAGE.

Question 4

(Suggested time — 15 minutes)

Information written on this page will NOT be scored.

> Talia iactabam et furiata mente ferebar,
> cum mihi se, non ante oculis tam clara, videndam
> obtulit et pura per noctem in luce refulsit
> *Line*   alma parens, confessa deam qualisque videri
> *5*   caelicolis et quanta solet, dextraque prehensum
> continuit roseoque haec insuper addidit ore:
> "Nate, quis indomitas tantus dolor excitat iras?
> Quid furis? Aut quonam nostri tibi cura recessit?"

Aeneid **2. 588-595**

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

1. Identify the tense of <u>iactabam</u> (line 1).

2. Write out **all** of the Latin in line 2 (<u>cum</u> . . . <u>videndam</u>) and mark the scansion.

3. **(A)** Translate in context <u>dextra</u> (line 5), **and (B)** identify its case.

4. **(A)** Identify **one and only one** characteristic of Venus in lines 2-6 (<u>cum</u> . . . <u>ore</u>) as she appears to Aeneas. **(B)** Provide the specific Latin word(s) that support your answer.

5. In lines 7-8 (<u>Nate</u> . . . <u>recessit</u>), Venus criticizes Aeneas' behavior. Identify **one and only one** of the accusations she makes.

6. In Book 6 of the *Aeneid*, what object does Venus help Aeneas find by sending doves?

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Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

Question 3: Analytical Essay   5 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

AP® Latin 2024 Scoring Guidelines

	0 Unacceptable	1 Poor	2 Weak	3 Average	4 Good	5 Strong
DEVELOPMENT OF ARGUMENT/ANALYSIS	The student offers a **response that is totally irrelevant, totally incorrect, or merely restates the question.**	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 **recognizes the passage(s) but presents only a weak essay**. It may be confusing and lack organization, or it may rely on summary. It addresses (**1**) only portions of each passage, or (**2**) one passage well, but the other not at all.	The student develops an **adequate** essay analyzing the expectations and responses. The essay **reflects some understanding of the passages, OR** the essay **may be strong for one passage but weak for the other.** Analysis (**1**) may not be well developed, (**2**) may rely on main ideas but few supporting details, or (**3**) may be more summary than analysis.	The student develops a **good** essay analyzing the expectations and responses, **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 develops a **strong** essay analyzing the expectations and responses and **consistently aligns it to Latin evidence.** Occasional errors need not weaken the overall impression of the essay.
USE OF LATIN	The student **demonstrates no understanding of Latin in context.**	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 **provides little Latin support,** taken out of context or misunderstood; or **may use no Latin.**	The student **may provide few accurate Latin citations from either passage;** they may not be linked to the analysis or may fail to support it. Latin support may be strong for one passage but weak for the other.	The student **supports their argument with examples of Latin that are mostly accurate, specific, and relevant.** While they are **not plentiful, the examples are drawn from throughout both passages.**	The student **supports their argument with examples of Latin that are plentiful, accurate, specific, and relevant.** The Latin **examples must be drawn from throughout both passages.**
INFERENCES & CONCLUSIONS	The student **does not draw inferences** and conclusions based on the passages.	The student **does not draw inferences** and conclusions based on the passages.	The student **may make incorrect assumptions** or make inferences and conclusions based on the passages only rarely.	The student **may display only limited understanding** of implied information.	The student makes 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 **consistently uses inferences and draws conclusions** that accurately reflect the Latin and support the analysis.
CONTEXTUAL KNOWLEDGE	The student **shows no understanding or a thorough misunderstanding of context** and provides no meaningful discussion of context or contextual references.	The student **shows no understanding or a thorough misunderstanding of context** and provides no meaningful discussion of context or contextual references.	The student **may show no understanding or a thorough misunderstanding of context;** references to context, if any, are irrelevant.	**The student may sometimes misunderstand contextual references** or fail to connect them effectively to the analysis.	The student **uses specific contextual references** that support the analysis.	The student is able to **use specific contextual references** consistently in order to support the analysis.