

**Question 3**

(Suggested time — 45 minutes)

**Information written on this page will NOT be scored.**

(A)

Extemplo Libyae magnas it Fama per urbes,  
 Fama, malum qua non aliud velocius ullum:  
 mobilitate viget viresque adquirit eundo,  
 parva metu primo, mox sese attollit in auras  
 ...  
 Line 5  
 Nocte volat caeli medio terraeque per umbram  
 stridens, nec dulci declinat lumina somno;  
 luce sedet custos aut summi culmine tecti  
 turribus aut altis, et magnas territat urbes,  
 10 tam facti pravique tenax quam nuntia veri.  
 Haec tum multiplici populos sermone replebat  
 gaudens, et pariter facta atque infecta canebat:  
 venisse Aenean Troiano sanguine cretum,  
 cui se pulchra viro dignetur iungere Dido;  
 15 nunc hiemem inter se luxu, quam longa, fovere  
 regnorum immemores turpique cupidine captos.  
 Haec passim dea foeda virum diffundit in ora.

***Aeneid* 4. 173-176, 184-195**

(B)

Tunc duces principesque Nerviorum qui aliquem sermonis aditum causamque amicitiae  
 cum Cicerone habebant colloqui sese velle dicunt. Facta potestate eadem quae  
 Ambiorix cum Titurio egerat commemorant: omnem esse in armis Galliam; Germanos  
 Line 5 Rhenum transisse; Caesaris reliquorumque hiberna oppugnari. Addunt etiam de Sabini  
 morte: Ambiorigem ostentant fidei facienda causa. Errare eos dicunt, si quicquam ab  
 his praesidi sperent, qui suis rebus diffidant; sese tamen hoc esse in Ciceronem  
 populumque Romanum animo, ut nihil nisi hiberna recusent atque hanc inveterascere  
 consuetudinem nolint: licere illis incolumibus per se ex hibernis discedere et  
 quascumque in partes velint sine metu proficisci.

***Bellum Gallicum* 5. 41**

The passages above show the transmission of crucial information in Vergil’s North Africa and Caesar’s Gaul. In a well-developed essay, analyze the messages and how they are conveyed in each passage.

**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.)

**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 4**

(Suggested time — 15 minutes)

**Information written on this page will NOT be scored.**

“Quisquis es, armatus qui nostra ad flumina tendis,  
fare age, quid venias, iam istinc et comprime gressum.  
Umbrarum hic locus est, somni noctisque soporae:  
*Line* corpora viva nefas Stygia vectare carina.  
5 Nec vero Alciden me sum laetatus euntem  
accepisse lacu, nec Thesea Pirithoumque,  
dis quamquam geniti atque invicti viribus essent.  
Tartareum ille manu custodem in vincla petivit  
ipsius a solio regis traxitque trementem;  
10 hi dominam Ditis thalamo deducere adorti.”

*Aeneid 6. 388-397*

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

1. Translate in context comprime gressum (line 2).
2. Write out **all** of line 4 (corpora . . . carina) and mark the scansion.
3. **(A)** Translate in context euntem (line 5), **and (B)** identify its tense.
4. Lines 5-7 (Nec vero . . . essent) contain a description of people who have traveled to the Underworld. **(A)** Name **one and only one** characteristic of these people stated in these lines. **(B)** Write out the specific Latin words for that characteristic.
5. Name the dominam Ditis (line 10).
6. What deceased crew member does Aeneas encounter in the Underworld before crossing the Styx?

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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.

	0 <b>Unacceptable</b>	1 <b>Poor</b>	2 <b>Weak</b>	3 <b>Average</b>	4 <b>Good</b>	5 <b>Strong</b>
<b>DEVELOPMENT OF ARGUMENT/ANALYSIS</b>	The student offers a <u>response that is totally irrelevant, totally incorrect, or merely restates the question.</u> Although the student may not recognize the passages, the response <u>contains some correct, relevant information.</u>	The student <u>understands the question but offers no meaningful analysis.</u> 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 <u>recognizes the passage(s) but presents only a weak essay.</u> 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 <u>adequate</u> essay analyzing the messages and how they are conveyed. The essay <u>reflects some understanding of the passages, OR the essay may be strong for one passage but weak for the other.</u> 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 <u>good</u> essay analyzing the messages and how they are conveyed, <u>providing main ideas and some supporting details.</u> Although the <u>analysis may not be nuanced</u> , it is based on a sound understanding of the Latin.	The student develops a <u>strong</u> essay analyzing the messages and how they are conveyed and <u>consistently aligns it to Latin evidence.</u> Occasional errors need not weaken the overall impression of the essay.
<b>USE OF LATIN</b>	The student <u>demonstrates no understanding of Latin in context.</u>	The student cites <u>no Latin, or only individual Latin words</u> , and exhibits either no understanding of the Latin in context, or a complete misunderstanding.	The student <u>provides little Latin support</u> , taken out of context or misunderstood; or <u>may use no Latin.</u>	The student <u>may provide few accurate Latin citations from either passage</u> ; 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 <u>supports their argument with examples of Latin that are mostly accurate, specific, and relevant.</u> While they are <u>not plentiful, the examples are drawn from throughout both passages.</u>	The student <u>supports their argument with examples of Latin that are plentiful, accurate, specific, and relevant.</u> The Latin <u>examples must be drawn from throughout both passages.</u>
<b>INFERRENCES &amp; CONCLUSIONS</b>	The student <u>does not draw inferences</u> and conclusions based on the passages.	The student <u>does not draw inferences</u> and conclusions based on the passages.	The student <u>may make incorrect assumptions</u> or make inferences and conclusions based on the passages only rarely.	The student <u>may display only limited understanding</u> of implied information.	The student makes some inferences and draws some conclusions that accurately reflect the Latin and support the analysis. <u>The student may rely on what is stated or may make inaccurate inferences.</u>	The student <u>consistently uses inferences and draws conclusions</u> that accurately reflect the Latin and support the analysis.
<b>CONTEXTUAL KNOWLEDGE</b>	The student <u>shows no understanding or a thorough misunderstanding of context</u> and provides no meaningful discussion of context or contextual references.	The student <u>shows no understanding or a thorough misunderstanding of context</u> and provides no meaningful discussion of context or contextual references.	The student <u>may show no understanding or a thorough misunderstanding of context</u> ; references to context, if any, are irrelevant.	The student <u>may sometimes misunderstand contextual references</u> or fail to connect them effectively to the analysis.	The student <u>uses specific contextual references</u> that support the analysis.	The student is able to <u>use specific contextual references</u> consistently in order to support the analysis.