

**Passage B**

Interim, dum de condicionibus inter se agunt longiorque  
consulto ab Ambiorige instituitur sermo, paulatim  
circumventus interficitur. Tum vero suo more victoriam  
conclamant atque ululatum tollunt impetuque in nostros  
*Line 5* facto ordines perturbant. Ibi Lucius Cotta pugnans  
interficitur cum maxima parte militum. Reliqui se in castra  
recipiunt unde erant egressi. Ex quibus Lucius Petrosidius  
aquilifer, cum magna multitudine hostium premeretur,  
aquilam intra vallum proiecit; ipse pro castris fortissime  
10 pugnans occiditur. Illi aegre ad noctem oppugnationem  
sustinent.... Pauci ex proelio elapsi incertis itineribus  
per silvas ad Titum Labienum legatum in hiberna  
perveniunt atque eum de rebus gestis certiore faciunt.

*Bellum Gallicum 5.37*

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3. In the two passages, we see reactions to defeat. In a well-developed essay, analyze the ways in which each passage portrays the responses of individuals on the defeated side.

- 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.

“Cui me moribundam deseris, hospes  
(hoc solum nomen quoniam de coniuge restat)?  
Quid moror? An mea Pygmalion dum moenia frater  
destruat aut captam ducat Gaetulus Iarbas?  
*Line 5* Saltem si qua mihi de te suscepta fuisset  
ante fugam suboles, si quis mihi parvulus aula  
luderet Aeneas, qui te tamen ore referret,  
non equidem omnino capta ac deserta viderer.”

*Aeneid* 4.323-330

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4. Answer the following question(s) in English unless a question specifically asks you to write out Latin words.

- A. According to Dido in lines 1-2 (*Cui...restat*), how has her relationship with Aeneas changed?
- B. As described earlier in Book 1, what is one and only one thing that Pygmalion did to cause Dido to flee to Carthage?
- C. Indicate the scansion of line 3.  
*Quid moror? An mea Pygmalion dum moenia frater*  
You may use any of the methods listed in the reference information.
- D. Identify one and only one of Dido’s fears described in lines 3-4 (*An...Iarbas*).
- E. According to lines 6-8 (*si...viderer*), why does Dido wish she had a child with Aeneas?
- F. i. Translate in context *ore* (line 7).  
ii. Identify the case of *ore*.

**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.

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