

2013 AP[®] LATIN FREE-RESPONSE QUESTIONS

Question 3 (40 percent)

(Suggested time—45 minutes)

Information written on this page will NOT be graded.

(A)

Caesari cum id nuntiatum esset, eos per provinciam nostram iter facere conari, maturat ab urbe proficisci et quam maximis potest itineribus in Galliam ulteriorem contendit et ad Genavam pervenit. Provinciae toti quam maximum potest militum numerum imperat (erat omnino in Gallia ulteriore legio una), pontem qui erat ad Genavam iubet rescindi. . . . Caesar, quod memoria tenebat L. Cassium consulem occisum exercitumque eius ab Helvetiis pulsum et sub iugum missum, concedendum non putabat; neque homines inimico animo, data facultate per provinciam itineris faciendi, temperaturos ab iniuria et maleficio existimabat. Tamen, ut spatium intercedere posset dum milites quos imperaverat convenirent, legis respondit diem se ad deliberandum sumpturum.

Bellum Gallicum 1. 7

(B)

“Solvite corde metum, Teucri, secludite curas.
Res dura et regni novitas me talia cogunt
moliri et late fines custode tueri.
Line Quis genus Aeneadum, quis Troiae nesciat urbem,
5 virtutesque virosque aut tanti incendia belli?
Non obtusa¹ adeo gestamus pectora Poeni,
nec tam aversus equos Tyria Sol iungit ab urbe.
Seu vos Hesperiam magnam Saturniaque arva,
sive Erycis² fines regemque optatis Acesten,
10 auxilio tutos dimittam opibusque iuvabo.
Vultis et his mecum pariter considerare regnis?
Urbem quam statuo vestra est; subducite naves;
Tros Tyriusque mihi nullo discrimine agetur.
Atque utinam rex ipse Noto³ compulsus eodem
15 adforet Aeneas! Equidem per litora certos
dimittam et Libyae lustrare extrema iubebo,
si quibus eiectus silvis aut urbibus errat.”
¹ obtundo, -ere, -tudi, -tunsum: insensible, without feeling
² Eryx, -icis, m.: Sicilian king Eryx, brother of Aeneas
³ Notus, -i, m.: the south wind

Aeneid 1. 562-578

In the passages above, Caesar and Dido respond to requests from foreigners to pass through their territories. In a well-developed essay, analyze how both Caesar and Dido reveal their leadership styles in their responses.

BE SURE TO REFER SPECIFICALLY TO THE LATIN **THROUGHOUT BOTH** 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.)

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

Information written on this page will NOT be graded.

At vero Aeneas aspectu obmutuit amens,
arrectaeque horrore comae et vox faucibus haesit.
Ardet abire fuga dulcesque relinquere terras,
Line attonitus tanto monitu imperioque deorum.
5 Heu quid agat? Quo nunc reginam ambire furemtem
audeat adfatu? Quae prima exordia sumat?

Aeneid 4. 279-284

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

1. To what or whom is Aeneas reacting?
2. According to lines 1-2 (At . . . haesit), what is one physical effect of Aeneas' reaction? Write out the Latin to support your answer.
3. Translate fuga (line 3) and identify the case.
4. Accurately write out the Latin of line 4 (attonitus . . . deorum) and scan the line.
5. In lines 5-6 (Heu . . . sumat), Aeneas asks himself three questions. What is **one** of these questions?
6. Later in the *Aeneid*, what is one way by which Dido tries to prevent Aeneas from dulcesque relinquere terras (line 3) ?

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2013 SCORING GUIDELINES

Question 3

	Development of Argument	Use of Latin	Inferences & Conclusions	Contextual Knowledge
5 Strong	The student develops a strong argument about how Caesar and Dido reveal their leadership styles 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 argument.	The student is able to use specific contextual references consistently in order to support the argument.
4 Good	The student develops a good argument about how Caesar and Dido reveal their leadership styles, providing main ideas and some supporting details. Although the argument 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 argument. The student may rely on what is stated, or may make inaccurate inferences.	The student provides some specific contextual references that support the argument.
3 Average	The student develops an argument about how Caesar and Dido reveal their leadership styles that reflects some understanding of the passage; it may be strong for one passage but weak for the other. The argument 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 has few accurate Latin citations; they may not be linked to the argument, or fail to support it.	The student displays only limited understanding of implied information.	The student misunderstands contextual references or fails to connect them effectively to the argument.
2 Weak	The student recognizes passages but presents only a weak argument. 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 makes incorrect assumptions or makes inferences and conclusions based on the passages only rarely.	The student shows no understanding or a thorough misunderstanding of context; references to context, if any, are irrelevant.

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Question 3 (continued)

	Development of Argument	Use of Latin	Inferences & Conclusions	Contextual Knowledge
1 Poor	The student understands the question but offers no meaningful argument. 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 shows no understanding or a thorough misunderstanding of context and provides no meaningful discussion of context or contextual references.
0 Unacceptable	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.