

**Question 3** (40 percent)

(Suggested time — 45 minutes)

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

(A)

Primus ibi ante omnes magna comitante caterva  
 Laocoön ardens summa decurrit ab arce,  
 et procul “O miseri, quae tanta insania, cives?  
 Line Creditis avectos hostes? Aut ulla putatis  
 5 dona carere dolis Danaum? Sic notus Ulixes?  
 Aut hoc inclusi ligno occultantur Achivi,  
 aut haec in nostros fabricata est machina muros,  
 inspectura domos venturaque desuper urbi,  
 aut aliquis latet error; equo ne credite, Teucri.  
 10 Quidquid id est, timeo Danaos et dona ferentes.”  
 Sic fatus validis ingentem viribus hastam  
 in latus inque feri curvam compagibus alvum  
 contorsit.

*Aeneid 2. 40-52*

(B)

Illi repentina re perturbati, etsi ab hoste ea dicebantur, tamen non neglegenda  
 existimabant maximeque hac re permovebantur, quod civitatem ignobilem atque  
 humilem Eburonum sua sponte populo Romano bellum facere ausam vix erat  
 Line credendum. Itaque ad consilium rem deferunt magnaue inter eos existit controversia.  
 5 Lucius Aurunculeius compluresque tribuni militum et primorum ordinum centuriones  
 nihil temere agendum neque ex hibernis iniussu Caesaris discedendum existimabant:  
 quantasvis magnas etiam copias Germanorum sustineri posse munitis hibernis  
 docebant: rem esse testimonio, quod primum hostium impetum multis ultro vulneribus  
 illatis fortissime sustinuerint: re frumentaria non premi; interea et ex proximis hibernis  
 10 et a Caesare conventura subsidia: postremo quid esset levius aut turpius, quam auctore  
 hoste de summis rebus capere consilium?

*Bellum Gallicum 5. 28*

Laocoön in Passage A and Lucius Aurunculeius Cotta in Passage B each face an uncertain situation. In a well-developed essay, identify the situation **AND** analyze how each one seeks to persuade his listeners to respond.

**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** (14 percent)

(Suggested time — 15 minutes)

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

Sic tota passim regione vagantur  
aeris in campis latis atque omnia lustrant.  
Quae postquam Anchises natum per singula duxit  
*Line* incenditque animum famae venientis amore,  
5 exim bella viro memorat quae deinde gerenda  
Laurentesque docet populos urbemque Latini,  
et quo quemque modo fugiatque feratque laborem.

*Aeneid 6. 886-892*

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

1. To what region of the Underworld do the words campis latis (line 2) refer?
2. (A) Translate famae venientis amore (line 4) **and** (B) identify the tense of venientis.
3. Translate in context the word gerenda (line 5).
4. Write out all of line 6 (Laurentesque . . . Latini) and mark the scansion.
5. Identify **one and only one** of the things Anchises tells Aeneas about in lines 6-7 (Laurentesque . . . laborem).
6. Through what object described in Book 8 does Aeneas learn more about the future of Rome?

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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 Unacceptable	1 Poor	2 Weak	3 Average	4 Good	5 Strong
DEVELOPMENT OF ARGUMENT/ANALYSIS	The student offers a <u>response that is totally irrelevant, totally incorrect, or merely restates the question.</u>	The student <u>understands the question but offers no meaningful analysis.</u> Although the student may not recognize the passages, the response <u>contains some correct, relevant information.</u>	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 how Laocoon and Cotta seek to persuade their listeners to respond to uncertain situations. The essay <u>reflects some understanding of the passages, OR</u> the essay <u>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 how Laocoon and Cotta seek to persuade their listeners to respond to uncertain situations, <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 how Laocoon and Cotta seek to persuade their listeners to respond to uncertain situations and <u>consistently aligns it to Latin evidence.</u> Occasional errors need not weaken the overall impression of the essay.
USE OF LATIN	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;</u> they may not be linked to the analysis or may fail to support it.	The student <u>uses examples of Latin that are generally accurate,</u> specific, relevant, and properly cited; <u>while they are not plentiful, they are drawn from throughout both passages.</u>	The student uses <u>copious examples of accurate, specific, and relevant</u> Latin, properly cited, drawn from <u>throughout both passages.</u>
INFERENCES & CONCLUSIONS	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.
CONTEXTUAL KNOWLEDGE	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.	<u>The student 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.