Question 3 (40 percent)
(Suggested time—45 minutes)

Information written on this page will NOT be graded.

(A)

	Iusserunt pronuntiare ut impedimenta relinquerent atque in orbem consisterent. Quod consilium etsi in eiusmodi casu reprehendendum non est, tamen incommode accidit: nam et nostris militibus spem minuit et hostes ad pugnam alacriores effecit, quod non
Line	sine summo timore et desperatione id factum videbatur. Praeterea accidit, quod fieri
5	necesse erat, ut vulgo milites ab signis discederent, quae quisque eorum carissima haberet ab impedimentis petere atque arripere properaret.

Bellum Gallicum **5. 33**

(B)

	At tanta militum virtus atque ea praesentia animi fuit ut, cum ubique flamma torrerentur maximaque telorum multitudine premerentur suaque omnia impedimenta atque omnes fortunas conflagrare intellegerent, non modo demigrandi causa de vallo
Line	decederet nemo sed paene ne respiceret quidem quisquam, ac tum omnes acerrime
5	fortissimeque pugnarent. Hic dies nostris longe gravissimus fuit, sed tamen hunc habuit eventum ut eo die maximus numerus hostium vulneraretur atque interficeretur.

Bellum Gallicum **5. 43**

In the passages above, Caesar describes Roman soldiers, under different leaders, facing enemy attacks. In a well-developed essay, analyze how Caesar's accounts of the battles reveal his judgment about the soldiers' actions.

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.)

Question 4 (14 percent)
(Suggested time—15 minutes)

Information written on this page will NOT be graded.

> Instamus tamen immemores caecique furore
> et monstrum infelix sacrata sistimus arce.
> Tunc etiam fatis aperit Cassandra futuris
> *Line* ora dei iussu non umquam credita Teucris.
> *5* Nos delubra deum miseri, quibus ultimus esset
> ille dies, festa velamus fronde per urbem.

Aeneid **2. 244-249**

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 <u>immemores caecique furore</u> (line 1) **AND** identify the use of the ablative in <u>furore</u>.

2. To what specifically does <u>monstrum infelix</u> (line 2) refer?

3. Accurately write out and **scan** all of line 2 (<u>et monstrum</u> . . . <u>arce</u>).

4. To whom specifically does <u>quibus</u> (line 5) refer?

5. What activity is described in lines 5-6 (<u>Nos</u> . . . <u>urbem</u>) ?

6. In Book 1, Cupid is sent in disguise into the city of Carthage. What is his mission there?

AP® LATIN
2014 SCORING GUIDELINES

Question 3

	Development of Argument/Analysis	Use of Latin	Inferences & Conclusions	Contextual Knowledge
5 **Strong**	The student develops a strong analysis of how Caesar's accounts of these two battles reveal his judgments about the soldiers' actions 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 analysis.	The student is able to use specific contextual references consistently in order to support the analysis.
4 **Good**	The student develops a good analysis of how Caesar's accounts of these two battles reveal his judgments about the soldiers' actions, 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 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 analysis. The student may rely on what is stated, or may make inaccurate inferences.	The student is able to use some specific contextual references that support the analysis.
3 **Average**	The student develops an analysis of how Caesar's accounts of these two battles reveal his judgments about the soldiers' actions that reflects some understanding of the passage; it may be strong for one passage but weak for the other. The analysis 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 analysis, 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 analysis.

2 **Weak**	The student recognizes passage(s), but presents only a weak analysis. 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.
1 **Poor**	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 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.
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