Question 3 (40 percent)

(Suggested time — 45 minutes)

Information written on this page will NOT be scored.

(A)

> Quod ubi Caesar animadvertit, naves longas, quarum et species erat barbaris inusitatior
> et motus ad usum expeditior, paulum removeri ab onerariis navibus et remis incitari et
> ad latus apertum hostium constitui atque inde fundis, sagittis, tormentis hostes propelli
> *Line* ac submoveri iussit; quae res magno usui nostris fuit. Nam et navium figura et
> 5   remorum motu et inusitato genere tormentorum permoti barbari constiterunt ac paulum
> modo pedem rettulerunt. Atque nostris militibus cunctantibus, maxime propter
> altitudinem maris, qui decimae legionis aquilam ferebat, contestatus deos, ut ea res
> legioni feliciter eveniret, "Desilite," inquit, "milites, nisi vultis aquilam hostibus
> prodere; ego certe meum rei publicae atque imperatori officium praestitero." Hoc
> 10 cum voce magna dixisset, se ex navi proiecit atque in hostes aquilam ferre coepit.

Bellum Gallicum **4. 25**

(B)

> Maximus Ilioneus placido sic pectore coepit:
> "O regina, novam cui condere Iuppiter urbem
> iustitiaque dedit gentes frenare superbas,
> *Line* Troes te miseri, ventis maria omnia vecti,
> 5   oramus: prohibe infandos a navibus ignes,
> parce pio generi, et propius res aspice nostras.
> Non nos aut ferro Libycos populare Penates
> venimus, aut raptas ad litora vertere praedas;
> non ea vis animo, nec tanta superbia victis.
> 10   …
> Quod genus hoc hominum? Quaeve hunc tam barbara morem
> permittit patria? Hospitio prohibemur harenae;
> bella cient primaque vetant consistere terra.
> Si genus humanum et mortalia temnitis arma,
> 15 at sperate deos memores fandi atque nefandi."

Aeneid **1. 521-529, 539-543**

In the passages above, Romans and Trojans face difficulties in coming to shore safely. In a well-developed essay, analyze how they each attempt to overcome these difficulties.

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.)

    GO ON TO THE NEXT PAGE.

Question 4 (16 percent)

(Suggested time — 15 minutes)

Information written on this page will NOT be scored.

> Cerberus haec ingens latratu regna trifauci
> personat adverso recubans immanis in antro.
> Cui vates horrere videns iam colla colubris
> *Line* melle soporatam et medicatis frugibus offam
> 5 obicit. Ille fame rabida tria guttura pandens
> corripit obiectam, atque immania terga resolvit
> fusus humi totoque ingens extenditur antro.

Aeneid **6. 417-423**

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

1. Name **one and only one** characteristic of Cerberus mentioned in lines 1-2 (Cerberus . . . antro). Write out the specific Latin word or words for that characteristic.

2. Earlier in Book 6, which deity speaks through the Sibyl (vates, line 3) ?

3. Translate in context the word videns (line 3) **AND** identify its tense.

4. Write out **all** of line 4 (melle . . . offam) and mark the scansion.

5. Name **one and only one** thing that Cerberus does in lines 5-7 (Ille . . . antro).

6. What mythical hero was sent to retrieve Cerberus from the Underworld?

GO ON TO THE NEXT PAGE.

AP® LATIN
2018 SCORING GUIDELINES

Question 3

	Development of Argument/Analysis	Use of Latin	Inferences and Conclusions	Contextual Knowledge
5 **Strong**	The student develops a **strong** essay about how the Romans and Trojans attempt to overcome difficulties of coming safely to shore and **consistently aligns it to Latin evidence.** Occasional errors need not weaken the overall impression of the essay.	The student provides **copious examples of accurate**, specific, and relevant **Latin**, properly cited and drawn **from throughout both passages**.	The student **consistently makes inferences and draws conclusions** that accurately reflect the Latin and support the analysis.	The student **uses specific contextual references** consistently in order to support the analysis.
4 **Good**	The student develops a **good** essay about how the Romans and Trojans attempt to overcome difficulties of coming safely to shore, **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 **provides examples of Latin that are generally accurate**, specific, relevant, and properly cited; **while not plentiful, they are drawn from throughout both passages**.	The student makes some inferences and draws some conclusions that accurately reflect the Latin and support the analysis. The student **may rely only on what is stated or may make inaccurate inferences**.	The student **uses some specific contextual references** that support the analysis.
3 **Average**	The student develops an **adequate** essay about how the Romans and Trojans attempt to overcome difficulties of coming safely to shore. The essay may **reflect some understanding of the passages**, **or** the essay **may be strong for one passage but weak for the other.** 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 **may provide few accurate Latin citations**; they may not be linked to the analysis or may fail to support it.	The student **may display only limited understanding** of implied information.	The student **may sometimes misunderstand contextual references** or fail to connect them effectively to the analysis.

	Development of Argument	Use of Latin	Inferences and Conclusions	Contextual Knowledge
2 **Weak**	The student **recognizes the passage(s)**, **but presents only a weak essay.** It may be confusing and lack organization, or may rely on summary. It addresses **(1)** only portions of each passage or **(2)** addresses one passage well but the other not at all.	The student **provides little Latin support**, which is taken out of context or misunderstood, or the student **may use no Latin**.	The student **may make incorrect assumptions** or only rarely draw inferences and conclusions based on the passages.	The student **may show 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 draw 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 draw 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.