## Question 3

(Suggested time — 45 minutes)

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

(A)

Helvetii id quod constituerant facere conantur, ut e finibus suis exeant. Ubi iam se ad
eam rem paratos esse arbitrati sunt, oppida sua omnia, numero ad duodecim, vicos ad
quadringentos, reliqua privata aedificia incendunt; frumentum omne, praeter quod
*Line* secum portaturi erant, comburunt, ut domum reditionis spe sublata paratiores ad omnia
5 pericula subeunda essent; trium mensum molita cibaria sibi quemque domo efferre
iubent. Persuadent Rauracis et Tulingis et Latobrigis finitimis, uti eodem usi consilio
oppidis suis vicisque exustis una cum eis proficiscantur.

**Bellum Gallicum 1. 5**

(B)

"Me si fata meis paterentur ducere vitam
auspiciis et sponte mea componere curas,
urbem Troianam primum dulcesque meorum
*Line* reliquias colerem, Priami tecta alta manerent,
5 et recidiva manu posuissem Pergama victis.
Sed nunc Italiam magnam Gryneus Apollo,
Italiam Lyciae iussere capessere sortes;
hic amor, haec patria est. Si te Karthaginis arces
Phoenissam Libycaeque aspectus detinet urbis,
10 quae tandem Ausonia[1] Teucros considere terra
invidia est? Et nos fas extera quaerere regna.
Me patris Anchisae, quotiens umentibus umbris
nox operit terras, quotiens astra ignea surgunt,
admonet in somnis et turbida terret imago;
15 me puer Ascanius capitisque iniuria cari,
quem regno Hesperiae fraudo et fatalibus arvis."

[1] Ausonius, -a, -um, adj.: Italian

**Aeneid 4. 340-355**

In passage A, Caesar describes the Helvetians' preparations for departure, and in passage B, Aeneas discusses with
Dido his departures from both Troy and Carthage. In a well-developed essay, analyze how their actions and/or
thoughts are described in each situation.

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.

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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.**

**GO ON TO THE NEXT PAGE.**

**Question 4**

(Suggested time — 15 minutes)

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

> "O socii—neque enim ignari sumus ante malorum—
> O passi graviora, dabit deus his quoque finem.
> Vos et Scyllaeam rabiem penitusque sonantes
> *Line* accestis scopulos, vos et Cyclopia saxa
> 5   experti: revocate animos, maestumque timorem
> mittite; forsan et haec olim meminisse iuvabit.
> Per varios casus, per tot discrimina rerum
> tendimus in Latium, sedes ubi fata quietas
> ostendunt; illic fas regna resurgere Troiae.
> 10   Durate, et vosmet rebus servate secundis."

*Aeneid* **1. 198-207**

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 the speaker of this passage.

2. Write out **all** of line 2 (O passi . . . finem) and mark the scansion.

3. Identify **one and only one** experience that the Trojans are said to have endured in lines 3-5 (Vos . . . experti).

4. **(A)** Translate in context meminisse iuvabit (line 6), **and (B)** identify the tense of iuvabit.

5. Who is the king of Latium when the Trojans arrive there later in the *Aeneid* ?

6. Identify **one and only one** command that the speaker gives their audience (lines 5-10).

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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 **response that is totally irrelevant, totally incorrect, or merely restates the question.** | 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 **recognizes the passage(s) but presents only a weak essay**. 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 **adequate** essay analyzing the descriptions of actions and/or thoughts. The essay **reflects 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 develops a **good** essay analyzing the descriptions of actions and/or thoughts, **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 develops a **strong** essay analyzing the descriptions of actions and/or thoughts and **consistently aligns it to Latin evidence.** Occasional errors need not weaken the overall impression of the essay. |
| **USE OF LATIN** | The student **demonstrates no understanding of Latin in context.** | 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 **provides little Latin support,** taken out of context or misunderstood; or **may use no Latin.** | The student **may provide few accurate Latin citations from either passage;** 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 **supports their argument with examples of Latin that are mostly accurate, specific, and relevant.** While they are **not plentiful, the examples are drawn from throughout both passages.** | The student **supports their argument with examples of Latin that are plentiful, accurate, specific, and relevant.** The Latin **examples must be drawn from throughout both passages.** |
| **INFERENCES & CONCLUSIONS** | The student **does not draw inferences** and conclusions based on the passages. | The student **does not draw inferences** and conclusions based on the passages. | The student **may make incorrect assumptions** or make inferences and conclusions based on the passages only rarely. | The student **may display only limited understanding** of implied information. | The student **makes 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 **consistently uses inferences and draws conclusions** that accurately reflect the Latin and support the analysis. |
| **CONTEXTUAL KNOWLEDGE** | The student **shows no understanding or a thorough misunderstanding of context** and provides no meaningful discussion of context or contextual references. | The student **shows no understanding or a thorough misunderstanding of context** and provides no meaningful discussion of context or contextual references. | The student **may show no understanding or a thorough misunderstanding of context;** references to context, if any, are irrelevant. | **The student may sometimes misunderstand contextual references** or fail to connect them effectively to the analysis. | The student **uses specific contextual references** that support the analysis. | The student is able to **use specific contextual references** consistently in order to support the analysis. |