

**2016 AP<sup>®</sup> LATIN FREE-RESPONSE QUESTIONS**

**Question 3** (40 percent)

(Suggested time — 45 minutes)

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

(A)

“Tantane vos generis tenuit fiducia vestri?  
Iam caelum terramque meo sine numine, venti,  
miscere et tantas audetis tollere moles?  
*Line* Quos ego—sed motos praestat componere fluctus.  
5 Post mihi non simili poena commissa luetis.  
Maturate fugam regique haec dicite vestro:  
non illi imperium pelagi saevumque tridentem,  
sed mihi sorte datum. Tenet ille immania saxa,  
vestras, Eure, domos; illa se iactet in aula  
10 Aeolus et clauso ventorum carcere regnet.”

*Aeneid 1. 132-141*

(B)

“Iuppiter omnipotens, cui nunc Maurusia pictis  
gens epulata toris Lenaeum libat honorem,  
aspicis haec? An te, genitor, cum fulmina torques  
*Line* nequiquam horremus, caecique in nubibus ignes  
5 terrificant animos et inania murmura miscent?  
Femina, quae nostris errans in finibus urbem  
exiguam pretio posuit, cui litus arandum  
cuique loci leges dedimus, conubia nostra  
reppulit ac dominum Aenean in regna recepit.  
10 Et nunc ille Paris cum semiviro comitatu,  
Maeonia mentum mitra crinemque madentem  
subnexus, rapto potitur: nos munera templis  
quippe tuis ferimus famamque fovemus inanem.”

*Aeneid 4. 206-218*

In the passages above, Neptune and Iarbas express indignation at the actions of others who hold different levels of power than they themselves do. In a well-developed essay, analyze how each speaker justifies his feelings to the one(s) he is addressing.

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.)

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**Question 4** (14 percent)

(Suggested time — 15 minutes)

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

Primus ibi ante omnes magna comitante caterva  
Laocoon 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.”

***Aeneid* 2. 40-46**

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 magna comitante caterva (line 1) in context **AND** name the grammatical construction.
2. According to line 2 (Laocoon . . . arce), what is Laocoon’s state of mind?
3. To what proposed action of the Trojans does insania (line 3) refer?
4. Write out and scan **all** of line 4 (Creditis . . . putatis).
5. Identify the case of dolis (line 5).
6. Name a stylistic device that occurs in line 6 (Aut . . . Achivi). **Write out** the specific Latin word or words that illustrate that figure.

# AP<sup>®</sup> LATIN

## 2016 SCORING GUIDELINES

### Question 3

	<b>Development of Argument/Analysis</b>	<b>Use of Latin</b>	<b>Inferences &amp; Conclusions</b>	<b>Contextual Knowledge</b>
<b>5</b>  <b>Strong</b>	The student develops a strong essay about the ways in which each speaker justifies his feelings to the one he is addressing 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.
<b>4</b>  <b>Good</b>	The student develops a good essay about the ways in which each speaker justifies his feelings to the one he is addressing, 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.
<b>3</b>  <b>Average</b>	The student develops an adequate essay about the ways in which each speaker justifies his feelings to the one he is addressing that reflects some understanding of the passage, OR the essay 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 may have few accurate Latin citations; they may not be linked to the analysis, or 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.
<b>2</b>  <b>Weak</b>	The student recognizes passage(s) but presents only a weak essay. 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 may make incorrect assumptions or make inferences and conclusions based on the passages only rarely.	The student may show no understanding or a thorough misunderstanding of context; references to context, if any, are irrelevant.

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## 2016 SCORING GUIDELINES

### Question 3 (continued)

	<b>Development of Argument</b>	<b>Use of Latin</b>	<b>Inferences &amp; Conclusions</b>	<b>Contextual Knowledge</b>
<b>1</b>  <b>Poor</b>	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.
<b>0</b>  <b>Unacceptable</b>	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.