

2017 AP[®] LATIN FREE-RESPONSE QUESTIONS

Question 3 (40 percent)

(Suggested time — 45 minutes)

Information written on this page will NOT be scored.

(A)

Exarsere ignes animo; subit ira cadentem
ulcisci patriam et sceleratas sumere poenas.
“Scilicet haec Spartam incolumis patriasque Mycenae
Line aspiciet, partoque ibit regina triumpho?
5 Coniugiumque domumque patris natosque videbit
Iliadum turba et Phrygiis comitata ministris?
Occiderit ferro Priamus? Troia arserit igni?
Dardanium totiens sudarit sanguine litus?
Non ita. Namque etsi nullum memorabile nomen
10 feminea in poena est, habet haec victoria laudem;
extinxisse nefas tamen et sumpsisse merentes
laudabor poenas.”

Aeneid 2. 575-586

(B)

“Infelix Dido, verus mihi nuntius ergo
venerat extinctam ferroque extrema secutam?
Funeris heu tibi causa fui? Per sidera iuro,
Line per superos et si qua fides tellure sub ima est,
5 invitus, regina, tuo de litore cessi.
Sed me iussa deum, quae nunc has ire per umbras,
per loca senta situ cogunt noctemque profundam,
imperiis egere suis; nec credere quivi
hunc tantum tibi me discessu ferre dolorem.
10 Siste gradum teque aspectu ne subtrahe nostro.
Quem fugis? Extremum fato quod te adloquor hoc est.”

Aeneid 6. 456-466

Aeneas sees Helen in passage (A) and Dido in passage (B). In a well-developed essay, analyze Aeneas’ reactions to these encounters.

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 (16 percent)

(Suggested time — 15 minutes)

Information written on this page will NOT be scored.

“Heu pietas, heu prisca fides invictaque bello
dextera! Non illi se quisquam impune tulisset
obvius armato, seu cum pedes iret in hostem
Line seu spumantis equi foderet calcaribus armos.
5 Heu, miserande puer, si qua fata aspera rumpas,
tu Marcellus eris. Manibus date lilia plenis
purpureos spargam flores animamque nepotis
his saltem accumulem donis, et fungar inani
munere.”

Aeneid 6. 878-886

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

1. Who is the speaker of the lines above?
2. In lines 1-2 (Heu . . . dextera), the speaker lists characteristics of Marcellus. Name **one and only one** of these characteristics. Write out the specific Latin word or words for that characteristic.
3. What are the tense and mood of the verb tulisset (line 2) ?
4. Write out and scan **all** of line 3 (obvius . . . hostem).
5. Translate in context the words miserande puer (line 5) **AND** identify the case.
6. In which Roman ritual would the actions described in lines 6-9 (Manibus . . . munere) be appropriate?

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2017 SCORING GUIDELINES

Question 3

	Development of Argument/Analysis	Use of Latin	Inferences & Conclusions	Contextual Knowledge
5 Strong	The student develops a <u>strong</u> essay about Aeneas's reactions to seeing both Helen and Dido and <u>consistently aligns it to Latin evidence</u> . Occasional errors need not weaken the overall impression of the essay.	The student <u>uses copious examples of accurate</u> , specific, and relevant <u>Latin</u> , properly cited, drawn <u>from throughout both passages</u> .	The student <u>consistently uses inferences and draws conclusions</u> that accurately reflect the Latin and support the analysis.	The student is able to <u>use specific contextual references</u> consistently in order to support the analysis.
4 Good	The student develops a <u>good</u> essay about Aeneas's reactions to seeing both Helen and Dido, <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 <u>uses examples of Latin that are generally accurate</u> , specific, and relevant, properly cited; <u>while they are not plentiful, they are drawn from throughout both passages</u> .	The student uses some inferences and draws some conclusions that accurately reflect the Latin and support the analysis. The student <u>may rely on what is stated or may make inaccurate inferences</u> .	The student is able to <u>use some specific contextual references</u> that support the analysis.
3 Average	The student develops an <u>adequate</u> essay about Aeneas's reactions to seeing both Helen and Dido. The <u>answer reflects some understanding of the passages</u> ; OR the essay <u>may be strong for one passage but weak for the other</u> . Analysis <u>(1)</u> may not be well developed, <u>(2)</u> may rely on main ideas but few supporting details, or <u>(3)</u> it may be summary more than analysis.	The student <u>may have few accurate Latin citations</u> ; they may not be linked to the analysis, or fail to support it.	The student <u>may display only limited understanding</u> of implied information.	The student <u>may sometimes misunderstand contextual references</u> or fail to connect them effectively to the analysis.

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Question 3 (continued)

	Development of Argument/Analysis	Use of Latin	Inferences & Conclusions	Contextual Knowledge
2 Weak	The student <u>recognizes the passage(s), but presents only a weak essay.</u> 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 <u>provides little Latin support,</u> taken out of context or misunderstood; or <u>may use no Latin.</u>	The student <u>may make incorrect assumptions</u> or make inferences and conclusions based on the passages only rarely.	The student <u>may show no understanding or a thorough misunderstanding of context;</u> references to context, if any, are irrelevant.
1 Poor	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>cites no Latin, or only individual Latin words,</u> 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 <u>shows no understanding or thorough misunderstanding of context</u> and provides no meaningful discussion of context or contextual references.
0 Unacceptable	The student offers a <u>response that is totally irrelevant, totally incorrect, or restates the question.</u>	The student <u>demonstrates no understanding of Latin in context.</u>	The student <u>does not make inferences</u> and conclusions based on the passages.	The student <u>shows no understanding or a thorough misunderstanding of context</u> and provides no meaningful discussion of context or contextual references.