

2019 AP[®] LATIN FREE-RESPONSE QUESTIONS

Question 3 (40 percent)

(Suggested time — 45 minutes)

Information written on this page will NOT be scored.

(A)

Caesar, id quod erat suspicatus, aliquid novi a barbaris initum consilii, cohortes quae in stationibus erant secum in eam partem proficisci, ex reliquis duas in stationem cohortes succedere, reliquas armari et confestim sese subsequi iussit. Cum paulo
Line longius a castris processisset, suos ab hostibus premi atque aegre sustinere et conferta
5 legione ex omnibus partibus tela coici animadvertit. Nam quod omni ex reliquis partibus demesso frumento pars una erat reliqua, suspicati hostes huc nostros esse venturos noctu in silvis delituerant; tum dispersos depositis armis in metendo occupatos subito adorti, paucis interfectis reliquos incertis ordinibus perturbaverant, simul equitatu atque essedis circumdederant.

Bellum Gallicum 4. 32

(B)

Ambiorix pronuntiari iubet ut procul tela coiciant neu propius accedant et, quam in partem Romani impetum fecerint, cedant: levitate armorum et cotidiana exercitatione nihil his noceri posse; rursus se ad signa recipientes insequantur. Quo praecepto ab eis
Line diligentissime observato, cum quaequam cohors ex orbe excesserat atque impetum
5 fecerat, hostes velocissime refugiebant. Interim eam partem nudari necesse erat et ab latere aperto tela recipi. Rursus cum in eum locum unde erant egressi reverti coeperant, et ab eis qui cesserant et ab eis qui proximi steterant circumveniebantur. Sin autem locum tenere vellent, nec virtuti locus relinquebatur, neque ab tanta multitudine coiecta tela conferti vitare poterant.

Bellum Gallicum 5. 34-35

In Passage A, the Britons attack some of Caesar's men, and in Passage B, Ambiorix advances against Cotta's army. In a well-developed essay, analyze the enemy's strategy in each situation.

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.

Qualis apes aestate nova per florea rura
exercet sub sole labor, cum gentis adultos
educunt fetus, aut cum liquentia mella
Line stipant et dulci distendunt nectare cellas,
5 aut onera accipiunt venientum, aut agmine facto
ignavum fucos pecus a praesepibus arcent:
fervet opus, redolentque thymo fragrantia mella.
“O fortunati, quorum iam moenia surgunt!”

Aeneid 1. 430-437

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 stylistic device introduced by Qualis (line 1).
2. (A) Name **one and only one** of the bees' tasks described in lines 2-5 (cum gentis . . . venientum). (B) Write out the Latin for that task.
3. (A) Translate in context agmine facto (line 5) and (B) identify the construction.
4. Write out **all** of line 6 (ignavum . . . arcent) and mark the scansion.
5. In what historical war were the city walls (moenia) mentioned in line 8 destroyed?
6. In Book 12, what Rutulian leader is compared to a lion?

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2019 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 enemy strategies and <u>consistently aligns it to Latin evidence</u> . Occasional errors need not weaken the overall impression of the essay.	The student uses <u>copious examples of accurate, specific, and relevant Latin, properly cited, drawn 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 <u>uses specific contextual references</u> consistently in order to support the analysis.
4 Good	The student develops a <u>good</u> essay about enemy strategies, <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>provides examples of Latin that are generally accurate, specific, and relevant, properly cited; while not plentiful, they are drawn from throughout both passages</u> .	The student makes some inferences and draws some conclusions that accurately reflect the Latin and support the analysis. The student <u>may rely only on what is stated, or may make inaccurate inferences</u> .	The student <u>uses some specific contextual references</u> that support the analysis.
3 Average	The student develops an <u>adequate</u> essay about enemy strategies. The answer <u>reflects some understanding of the passage</u> OR the essay <u>may be strong for one passage but weak for the other</u> . 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 <u>may provide few accurate Latin citations</u> ; they may not be linked to the analysis or may 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	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> which is taken out of context or misunderstood, or the student <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 <u>does not draw 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.
0 Unacceptable	The student offers a <u>response that is totally irrelevant, totally incorrect, or merely restates the question.</u>	The student <u>demonstrates no understanding of Latin in context.</u>	The student <u>does not draw inferences</u> or 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.