

**AP[®] LATIN LITERATURE
2006 SCORING GUIDELINES**

Question LL10

- 6** This is an excellent, well-organized essay. It makes liberal use of specific, appropriate references from the Latin text throughout the passage, properly cited. These references support the discussion of Thisbe's reaction to her discovery of Pyramus as he is dying. Occasional mistakes need not spoil the general impression of the essay. More important than the number of features selected are the quality and completeness of the discussion and the general coherence of the argument.
- 5** This is a good, strong essay with a discerning discussion of Thisbe's reaction to her discovery of Pyramus as he is dying. The discussion is either not as sophisticated or well developed as a "6" or not quite as well supported with textual references from throughout the passage. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passage.
- 4** This is an adequate essay with some accurate discussion of Thisbe's reaction to her discovery of Pyramus as he is dying. The essay may be more descriptive than analytical. The Latin references may be scanty, but they are specific, accurate, and relevant.
- 3** This is a limited response that lacks adequate discussion of Thisbe's reaction to her discovery of Pyramus as he is dying. The answer tends to rely on description. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. Alternately, the student may write a good essay reflecting knowledge of the passage but fail to cite any Latin to support the answer.
- 2** The student recognizes the passage but presents a vague or weak discussion. Statements are very general or irrelevant to the question. The student cites Latin but with only limited comprehension of the Latin in context or fails to cite any Latin at all.
- 1** The student understands the question but presents no meaningful discussion derived from the passage. Although no substantive argument is presented, the response does contain some correct information relevant to the question. The student demonstrates no understanding of the Latin in context or demonstrates a complete misunderstanding. The student may fail to cite any Latin or may only provide individual Latin words randomly selected.
- 0** The student gives a response that is totally irrelevant, totally incorrect, or merely restates the question. The student demonstrates no understanding of the Latin in context.
- This is a blank space or off-task answer (e.g., drawing, personal letter).

In the passage, ~~as soon as~~ grief-stricken Thisbe sees her lover's death, but resolves to join him in death as they had ~~been~~ been unable to ~~join~~ come together in life. In lines 1-2, she ~~recognizes~~ recognizes her bloody cloak and notices the sword missing from its sheath. She immediately realizes what has happened - Pyramus, thinking her dead, stabbed himself - and she laments that "your [Pyramus'] ~~own~~ hand and love destroyed you" (2-3). She decides quickly to act, knowing that, though she is typically weak, her love will give her the strength she needs to be with Pyramus (3-4). She exclaims, "I will follow [you] having died, and I, most wretched, will be called the cause and the companion of your death" (5-6). She blames herself for Pyramus' suicide, and by following in her footsteps she punishes herself and simultaneously rewards herself with the prospect of being with Pyramus again. ~~She~~ Thisbe claims that, while it seemed that her love "could be able to be torn away from [her] ~~by~~ by death alone," even ~~in~~ in death she will ~~find~~ find him (6-7). ~~She shows no fear,~~ ~~Pyramus' part for assisting their ~~parents~~ parents, worrying~~ only that though "certus amor" and "hora novissima" has already joined them, their parents might begrudge the two a joint grave. (10-11). ~~She expresses~~ Thisbe

Write in the box the number of the question you are answering on this page as it is designated in the examination.

LL10

10A2

does not hesitate to die; the starcrossed lovers have faced and overcome so many obstacles, and she is determined that death is no different. This way, she can and will ~~concede~~ destroy to do for Pyramus what he thought he was doing for her, at any cost.

Though Thisbe calls her love infelix in this selection from the Metamorphoses, in truth it is she who is unlucky, and who has been ruined, perdidit [~~literally ruined~~] [paraphrased from active to passive to fit in with the context of the English], by her lover's excessive amor. If Pyramus had not been so ~~pumped up~~ quick to kill himself, then Thisbe would not be consumed with the tragic wish that she too has such ~~nerve and such~~ ^{'furia'} ~~nerve~~ and such love (paraphrase of lines 3-4) to kill herself. ~~and in death~~ In her grief that she is the very wretched, miserima, cause of his death, she dramatically wishes to overcome the separation of life and death between her and her love ~~so well~~ expressed by persequar extinctum, following ~~him~~ ^{to} him into death; the very ~~is~~ chiasmus of ~~is~~ 'morte revelli... poteris, poteris... morte revelli' screams her desire to be close with her love once more. Love-sick, she is willing to be the cause of ~~more~~ ^{'miseri'} more people (in the ^{e.g.} ~~case~~, her parents) becoming 'miseri' so that she may be put in the 'tumulo in eodem', same

Write in the box the number of the question you are answering on this page as it is designated in the examination.

1032
LL 10 (part B)

tomb, as her beloved, and be joined with him
~~in~~ at the very last hour (i.e. death) - ^{quos} her
novissima iuxit - as she could not be in life.

AP[®] LATIN LITERATURE 2006 SCORING COMMENTARY

Question LL10

Overview

The question specifically tested students' understanding of *Metamorphoses* 4.147–157 by asking them to discuss Thisbe's reaction to her discovery of Pyramus as he is dying. Control of the Latin was tested by requesting that students support their analysis with Latin citations from throughout the passage.

Sample: 10A

Score: 6

This is a very strong essay with excellent support from the Latin. There is some tendency toward description in the discussion, but the Latin blends well with surrounding discussion and commentary in a manner that shows full command of the passage, as well as full awareness of the interconnections of its parts to one another and to the rest of the story. Latin from throughout the passage is used with thorough confidence in support of the discussion. The variety of styles used to cite Latin (translation, paraphrase, single word), appropriate for the context in the essay, adds to the sense of confidence. A few infelicities, such as inadvertently stating that Thisbe will follow “in her [sc. Pyramus's] footsteps,” the loose handling of line 7, or the failure explicitly to indicate what *certus amor* and *hora novissima* mean near the end of the first page, while detrimental, do not spoil the general impression of the essay.

Sample: 10B

Score: 4

This essay firmly establishes itself as at least adequate at the start, and in fact appears more like a 5 through its handling of the first 4.5 lines. The Latin here is handled in a somewhat cavalier fashion but not so that it detracts greatly from (and perhaps even enhances at points) the quality of the discussion. The ensuing discussion, however, is substantially shakier, both in terms of discussion, which relies very heavily on description, and of Latin support, which is hindered much more than above by the style of treatment, sometimes (as in lines 6–7) failing to make clear that the student understands the meaning. This prevents the essay from maintaining its quality, though it certainly still rises above a “limited response” with weak Latin.

Sample: 10C

Score: 3

This essay tends to rely very heavily on description, though certainly it rises above the level of a “vague and weak discussion” that characterizes a 2. Efforts to deepen the discussion (such as the quick comment about Thisbe's dedication at the end) are not sufficient to bring this above the level of a “limited response” to the question. The Latin support is solid at points (and is sufficient to preclude a score of 2) but never fully accurate or confident (sometimes misconstrual sinks entire paragraphs, as in the penultimate paragraph here); the quality of the Latin is not sufficient to push the essay to a 4, especially since the few quality citations play little more than a descriptive role in the essay.