



## AP<sup>®</sup> Latin Literature 2001 Scoring Commentary

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**Question LL1 (9 points)**

Sample A (9 points) -- Full credit was awarded to this excellent translation.

Sample C (7 points) -- Credit was awarded, according to the standards, except for the following groups: #1 (“refert” was mistranslated), 3 (“silescit” mistranslated), 6 (“Linquntur” mistranslated), and 7 (“uber” not translated).

Sample E (5 points) -- Credit was awarded except for the following groups: #5 (“aureis” misconstrued as direct object), 6 (“Linquntur” mistranslated), 7 (omitted), 9 (“volemus” mistranslated), 12 (“avet vagari” mistranslated), 14 (“vigescunt” mistranslated), 16 (“profectos” mistranslated), 18 (“diversae viae” misconstrued as direct object and mistranslated as singular).

**Question LL2 (6 points)**

Sample A (6 points) -- This is a well-organized and nicely balanced essay which works its way through both poems. The Latin support is strong and confident. The student deals well with the two tasks of the question: discussing Catullus’ observations and explaining the contrasting styles or tones of the poems.

Sample C (4 points) -- Adequate attempt to discuss both poems with some Latin reasonably well handled but not covering all aspects of either poem. There is a small attempt at contrast/analysis but it is not convincing.

**Question LL3 (6 points)**

(scoring commentary not available)

Sample B -- awarded 5 points

Sample D -- awarded 3 points

**Question LL4 (8 points)**

Sample B (7 points) -- The student was not awarded “funguntur officio” (they do [it]by duty).

Sample C (6 points) -- 1. correct (1 pt.); 2. (a) correct (2 pts.), (b) correct (1 pt.); 3. correct (2 pts.); 4. incorrect

Sample E (4 points) -- Incorrect answers: 1, 3, 4 (b).

**Question LL5 (9 points)**

Sample A (9 points) -- The student was awarded all possible points.

Sample E (5 points) -- The student was awarded groups 1, 2, 8, 10, 11, 12, 13, 14, and 18.

Sample H (2 points) -- The student was awarded only groups 1, 2, 11 and 18.

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**Question LL6 (6 points)**

Sample B (5 points) -- The student met the demands of the question using good Latin support. The occasional references to “Catullus” were ignored. The essay would have received a higher score had the student spent more time developing his/her points and less on figures of speech and writing styles.

Sample D (3 points) -- The student characterizes Clodia using very scanty Latin support. The question is never fully discussed.

Sample E (2 points) -- The student writes an answer that contains some correct information relative to the passage. The Latin support is weak and not translated.

**Question LL7 (8 points)**

Sample A (8 points): Each answer is clearly and concisely stated and reflects accurate understanding of the passage.

Sample E (4 points): The answer begins with a vague response but then focuses on not knowing when death will come; full credit was awarded. Part 1b) did not receive credit because it was too vague; 2) did not receive credit because of the misunderstanding of *arbitria* in this context; 3) received credit, and the parts of the Latin cited which illustrate anaphora were clear; 4) did not receive credit; 5) received 1 point for the idea that a goddess could not overcome death and 1 point for linking Diana and Hippolytus. No additional information was given for the extra point.

**Question LL8 (9 points)**

Sample B (8 points): Credit was not given for group 11 and group 14. “Farm” for *villa* and “become master of” for *potietur* were allowed as contextual meanings.

Sample D (6 points): No credit was awarded for groups 1, 2, 6, 10, 11, 12, and 17. The translation of *ferre* as an imperative was a very common error, as was the tense of *cedes*. The meaning “sweet” was allowed (as contextual) for *amoenae*. The score of 5 ½ was rounded up to 6.

**Question LL9 (6 points)**

Sample B (5 points): The response uses confident Latin citation from throughout the poem to support a discerning discussion of the *carpe diem* theme. Each image was explained, often perceptively. The readers felt that somewhat fuller Latin citation and further development of the vine metaphors would have made the essay a “6”.

Sample C (4 points): This response clearly states Horace’s advice and uses images from throughout the poem to illustrate the *carpe diem* theme. The final paragraph was somewhat irrelevant, and the student did not fully explain some of the images cited. As a whole, the essay was descriptive and narrative, and the discussion was somewhat uneven.

**Question LL10 (8 points)**

Sample B (7 points): 2 points for 1; 4 points for 2; 0 points for 3; 1 point for 4.

Sample E (4 points): 2 points for 1; no points for 2 – missed the point of the question; 1 point each for 3 and 4.

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**Question LL11 (9 points)**

Sample B (8 points): Points were awarded for all groups except 4, 8, and 9.

Sample E (5 points): Points were awarded for groups 3, 5, 6, 7, 10, 12, 14, 15, and 16.

**Question LL12 (6 points)**

Sample B (5 points): A good essay with discerning discussion of how Apollo succeeds in making Daphne his own but not as sophisticated as a "6." The student's Latin is confident but tends to be less confident than that cited in essays earning a "6."

Sample D (3 points): The student writes an essay that is a limited discussion of how Apollo succeeds in making Daphne his own but does not support the argument with examples throughout the passage. Daphne's response is not addressed.