



AP Latin Literature 2000 Scoring Guidelines

The materials included in these files are intended for non-commercial use by AP teachers for course and exam preparation; permission for any other use must be sought from the Advanced Placement Program. Teachers may reproduce them, in whole or in part, in limited quantities, for face-to-face teaching purposes but may not mass distribute the materials, electronically or otherwise. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here. This permission does not apply to any third-party copyrights contained herein.

These materials were produced by Educational Testing Service (ETS), which develops and administers the examinations of the Advanced Placement Program for the College Board. The College Board and Educational Testing Service (ETS) are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

The College Board is a national nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 3,900 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges, through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[™], the Advanced Placement Program[®] (AP[®]), and Pacesetter[®]. The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2001 by College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, and the acorn logo are registered trademarks of the College Entrance Examination Board.

2000 AP Latin Scoring Rubrics

Question LL 1 Scoring Guidelines: 9 points total

Translation:

Asinius Marrucinus, you do not use (your) left hand nicely, in joking and in wine (in a drunken joke) you pick up (steal) the napkins of more (too, rather) careless people. Do you think that is clever? It escapes (flees) you, foolish one; it is a matter tacky as can be and unattractive. You don't believe me? Believe Pollio, (your) brother, who would (may) want your theft(s) to be changed (exchanged) for even a talent; for he is a boy (young man) stuffed with charm and wit.

One-half point for each group, rounding up to the next higher integer.

1. *Marrucine Asini*
2. *manu sinistra*
3. *non belle uteris*
4. *in ioco atque vino*
5. *tollis*
6. *lintea neglegentiorum*
7. *hoc salsum esse*
8. *putas*
9. *fugit te, inepte*
10. *quamvis sordida res*
11. *et invenusta est*
12. *non credis mihi*
13. *crede Pollioni fratri*
14. *qui... velit*
15. *tua furta mutari*
16. *vel talento*
17. *est enim...puer*
18. *leporum differtus ac facetiarum*

Acceptable meanings and renderings:

Marrucine Asini: Marrucinus Asinius, Asinius Marrucinus, direct address should be reflected, any spelling permitted

manu sinistra: (your) left hand, must be object of *uteris*

non uteris: must be present: you do not use, you are not using

belle: well, politely, nicely, elegantly

in: in, amidst, over

ioco: fun, amusement, jokes, humor

vino: wine; can be taken as hendiadys with *ioco*: tipsy jest; drunken jest ; in drunken joke;

tollis: you take, remove, steal, lift; must be present tense

lintea: napkins, serviettes, towelettes, table linens

neglegentiorum: of the more (rather) careless (negligent, inattentive, watchful), of the too careless; must be comparative in sense

hoc salsum esse: (that) this is clever, witty, smart, salty; this to be clever, witty, smart, salty; *salsum* may also be translated as substantive (wit, cleverness)

putas: do you think (suppose); must be present tense

fugit te: it escapes (eludes, flees) you

inepte: foolish, silly, inept one, fool, dolt

quamvis: as...as you please, as ... as can be, rather, however, very, extremely, thoroughly, certainly

sordida: tacky, boorish, coarse, sordid, dirty

res: thing, act

invenusta est: it is inelegant; it is unrefined

non credis mihi: you don't believe me

crede: believe, trust

Pollioni: must show apposition with *fratri*

fratri: (your) brother

qui... velit: who would, may, might want, wish (but subjunctive is not necessary: who wants, wishes)

tua furta: your thefts, (theft, deceptions) ; must be construed with *mutari*

mutari: to be changed (modified, exchanged)

vel: even, as much as

talento: for a talent

est enim...puer: for (in fact, indeed) he is a young man, fellow, lad, boy

leporum: charm, grace

differtus: *glossed as stuffed

facetiarum: wit, cleverness; any hendiadys with *leporum* and *facetiarum*

Question LL2 Scoring Guidelines: 6 points total

6 An excellent well-organized essay. The discussion makes liberal use of specific appropriate references from throughout the Latin text, properly cited, to support the analysis and the argument concerning the varying opinions of Suffenus the person and Suffenus the poet and how Catullus extends them to a generalization about human nature. 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 A good, strong essay with discerning discussion as to the varying opinions of Suffenus the person and Suffenus the poet and how Catullus extends them to a generalization about human nature. The discussion is either not as sophisticated or well developed as a "six" or not quite as well supported with textual references. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the poem.

4 An adequate essay with limited discussion. The discussion may be uneven concerning the varying opinions of Suffenus the person and Suffenus the poet and how Catullus extends them to a generalization about human nature. The essay must touch on all three

elements, but one or two may not be developed as fully or may be more descriptive than analytical. The Latin references, although perhaps scanty, are specific, accurate, and relevant.

3 A limited response which deals superficially with the three tasks or which lacks a discussion of one element concerning the varying opinions. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. The answer tends to rely on description or may discuss adequately only a portion of the poem. Alternatively, the student may write a good essay reflecting knowledge of the passage, but no Latin is cited to support the answer.

2 The student recognizes the poem but presents a vague or weak discussion of the varying opinions of Sufferus the person and Sufferus the poet and how Catullus extends them to a generalization about human nature. Statements may be very general or irrelevant to the question. The student cites Latin but shows limited comprehension of the Latin in context, or no Latin may be cited at all.

1 The student understands the question but is not able to write any meaningful discussion derived from the poem. The response may consist of a collection of information which is incoherent or which merely restates the question. Although no substantive argument is presented, the response does contain some correct information. The student may demonstrate no understanding of the Latin in context or may demonstrate a complete misunderstanding. The answer may contain either no Latin or individual Latin words randomly selected.

0 A response which is totally irrelevant, totally incorrect or which merely restates the question. The student demonstrates no understanding of the Latin in context.

- - A blank space or off-task answer (drawings, personal letters, etc.).

Question LL3 Scoring Guidelines: 6 points total

6 An excellent well-organized essay which discusses how Catullus expresses the depth of his emotion. The discussion makes liberal use of specific appropriate references from the Latin text throughout the poem, properly cited, to support the analysis and the argument. 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 A good, strong essay with discerning discussion about how Catullus expresses the depth of his emotion throughout the poem. The discussion is either not as sophisticated or well developed as a "six" or not quite as well supported with textual references. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the poem.

4 An adequate essay with limited discussion about how Catullus expresses the depth of his emotion. The discussion may be uneven or may be more descriptive than analytical.

The essay includes specific, accurate, and relevant references, although perhaps scanty, to the Latin text.

3 A limited response which deals superficially, or in a limited way, with how Catullus expresses the depth of his emotion. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. The answer tends to rely on description, narration, or mere translation. Alternatively, the student may write a good essay reflecting knowledge of the poem, but no Latin is cited to support the answer.

2 The student recognizes the poem but presents a vague or weak discussion. Statements may be very general or irrelevant to the question. The student cites Latin but shows very limited comprehension of the Latin in context, or Latin may not be cited at all.

1 The student understands the question but is not able to write any meaningful discussion derived from the poem. The response may consist of a collection of information which is incoherent or which merely restates the question. Although no substantive argument is presented, the response does contain some correct information relevant to the question. The student may demonstrate no understanding of the Latin in context or may demonstrate a complete misunderstanding. The answer may contain either no Latin or individual Latin words randomly selected.

0 A response which is totally irrelevant, totally incorrect, or which merely restates the question. The student demonstrates no understanding of the Latin in context.

-- A blank space or off-task answer (drawings, personal letters, etc.).

LL4 Scoring Guidelines: 8 points total

1. 2 pts. Prosecuting (court, trials, etc) political enemies (must imply prosecution not being brought to court) , carrying on political rivalries (competition among rivals = 1 pt.) Just “unfriendliness, enemies” not enough for credit
2. 2 pts. Two separate Latin words or phrases that demonstrate the quality which give offense and their translation are required. Possible answers (Minimal Latin required): *purpureae genus, splendor, nitor, amicorum catervae* (flashy lifestyle).
Note: if *purpureae genus* is cited, the translation must include the indication of type or kind (of purple).
- 3a. 2 pts. Explanation of difference between *effervisse* (boil up) and *deferverint* (simmer down)
- 3b. 2 pts. Possible answers:
asyndeton, *vis, ferocitas, pertinacia*
anaphora, *si, iam*
tricolon, *vis, ferocitas, pertinacia*

LL5 Scoring Guidelines: 9 points total

Translation:

If you are not this woman, just as I prefer, what is it which they hurl at Caelius? But if they want you to be she, what is there why we should fear this accusation if you scorn it? Wherefore give us a way and reason of defense. For either your decency will say in defense that nothing rather impudently was done by M. Caelius or shamelessness will give both to this man (him) and others a great opportunity to defend himself.

One-half point for each group, rounding up to the next higher integer.

1. *Ea si tu non es*
2. *sicut ego malo*
3. *quid est quod*
4. *obiciant Caelio*
5. *sin...volunt*
6. *eam te...esse*
7. *quid est cur*
8. *nos crimen...hoc pertimescamus*
9. *si tu contemnis*
10. *Qua re nobis da viam*
11. *rationemque defensionis*
12. *(Aut) enim pudor tuus defendet*
13. *nihil...petulantius esse factum*
14. *a M. Caelio*
15. *aut impudentia...dabit*
16. *(et) huic et ceteris*
17. *magnam facultatem*
18. *ad se defendendum*

Acceptable meanings and renderings:

Ea si tu non es: if you are not she/her/this (that) woman, one

sicut ego malo: (just) as I prefer (wish, like)

quid est quod: what is it which (that), what is the reason

obiciant Caelio: they hurl (throw) at (in the way of) Caelius/charge to Caelius, bring up against Caelius; Caelius must be the object

sin...volunt: (But) if (if however) they want (wish, desire, are willing); will not accept negative

eam te...esse: you to be she (her), that you are (be) she (her)

quid est cur: what is there why, what reason is there why/ what is the reason; why is it that

nos crimen...hoc pertimescamus: we should fear this accusation (offence, scandal, crime, charge); we fear is acceptable

si tu contemnis: if you scorn it, (spurn, reject, refute, belittle, contem, hold in contempt)/ if you don't fear

Qua re nobis da viam : wherefore (therefore) for this reason give us a way (road, path, means, method)

rationemque defensionis : and method (reason, rationale) of defense (strategy)/for defense

(Aut) enim pudor tuus defendet : For either your decency (propriety, chastity) will defend, (will say in defense)

nihil...petulantius esse factum : that nothing rather (too, more) impudently (wantonly, aggressively, rashly, outrageously) was done/has been done/is done

a M. Caelio : by M. Caelius; must have prepositional phrase

aut impudentia...dabit : or (your) shamelessness (impudence, immodesty, impurity) will give

(et) huic et ceteris : both to him (this man) and others

magnam facultatem : a great (big, large, important) opportunity (means, facility, ease. Chance, capacity, ability);

must be direct object

ad se defendendum : to defend themselves (himself, itself referring to *impudentia*)/ for the sake of defending; must have verbal

LL6 Scoring Guidelines: 6 points total

6 An excellent well-organized essay which discusses discuss the nature of the threat to the judicial process, Cicero's proposed solution to it, and the way in which Cicero's argument contributes to his defense strategy. The discussion makes liberal use of specific appropriate references from the Latin text throughout the passage, properly cited, to support the three elements of the question. 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 A good, strong essay with discerning discussion of the threat to the judicial process, the proposed solution and Cicero's defense strategy. The discussion is either not as sophisticated or well developed as a "six" or not quite as well supported with textual references. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passage(s).

4 An adequate essay with limited discussion of the threat and Cicero's defense strategy. The discussion may be uneven or may be more descriptive than analytical. The Latin references, although perhaps scanty, are specific, accurate, and relevant.

3 A limited response which lacks full discussion of what the threat to the judicial process is and how it contributes to Cicero's defense strategy OR presents a limited discussion of both. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. The answer tends to rely on description. Alternatively, the student may write a good essay reflecting knowledge of the passage, but no Latin is cited to support the answer.

2 The student recognizes the passage but presents a vague or weak discussion. Statements may be very general or irrelevant to the question. The student cites Latin but shows limited comprehension of the Latin in context, or Latin may not be cited at all.

1 The student understands the question but is not able to write any meaningful discussion derived from the passage. The response may consist of a collection of information which is incoherent or which merely restates the question. 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 answer may contain either no Latin or individual Latin words randomly selected.

0 A response which is totally irrelevant, totally incorrect or which merely restates the question. The student demonstrates no understanding of the Latin in context.

1) - A blank space or off-task answer (drawings, personal letters, etc.).

LL7 Scoring Guidelines: 8 pts. total

1. (2 pts.) 1 pt.: The narrator (Horace) is engaged, occupied, or involved with another person.
1 pt.: The narrator's (Horace's) friend Aristius Fuscus has just run up, met him, appears on the scene.
2. (1 pt.) The Boor (Bore) or the irritating/annoying/pesky person
3. (3 pts.) 1 pt. for each of 3 correct Latin citations and their translations. Minimal Latin required for each citing is the verb or verbal indicating the action.
The narrator (Horace) begins to pull or tug at him (*vellere*); to press, pinch, grasp his arms with his hands (*prensare manu...bracchia*); nodding or jerking (*nutans*); twisting, winking, or rolling his eyes (*distorquens oculos*).
4. (2 pts.) 1 pt.: Narrator's friend (Aristius Fuscus), knowing quite well the what kind of man the Boor (Bore)is, laughs/smiles and pretends not to understand the situation.
1 pt.: The narrator (Horace) does not find his friends' response amusing and this causes the narrator to become more angry/frustrated, or to make his bile burn in his liver.

LL 8 Scoring Guidelines: 9 pts. total

Translation:

But swift Mercury took me trembling away in a thick cloud through the enemy;
the wave, sucking you back again into war, bore you in turbulent straits.
Therefore give to Jupiter the owed feast and lay down your side, tired from

your long military service, under my laurel tree, and spare not the wine jugs designated for you.

One-half point for each group, rounding up to the next higher integer:

1. *Sed me...paventem*
2. *Mercurius celer...sustulit*
3. *per hostes*
4. *denso... aere*
5. *resorbens*
6. *te rursus*
7. *unda...tulit*
8. *in bellum*
9. *fretis aestuosis*
10. *Ergo...redde Iovi*
11. *obligatam...dapem*
12. *longaque... militia*
13. *fessum...latus*
14. *depone*
15. *sub lauru mea*
16. *nec parce*
17. *cadis*
18. *tibi destinatis*

Acceptable meanings and renderings:

sed: but

me: me (must be object of *sustulit*)

paventem: trembling, fearing, dreading, quaking, being terrified, being scared, being frightened (must modify *me* and be translated as a present participle)

Mercurius: Mercury (must be subject of *sustulit*)

celer: swift, fast, quick (must modify Mercury as an adjective or may be translated adverbially)

sustulit: took away, bore away, lifted up, carried, raised up, removed, picked up (must be in past tense)

per hostes: through the enemies (the enemy)

aere: air, cloud, mist, fog (must be translated as an ablative)

denso: thick, dense (must modify *aere*)

resorbens: (while) sucking back, swallowing again, absorbing again, drawing back (must modify *unda* and be translated as a present participle)

unda: wave, water, surge, tide (must be subject of *tulit*)

te: you (may be object of *tulit* or *resorbens*)

rursus: again, back, on the other hand, in turn

in bellum: into war

tulit: bore, carried, brought, took, lifted (must be past tense)

fretis: straits, deep, sea(s), channels, waters, wave, tide (may be translated as an ablative or dative of direction)

aestuosis: raging, seething, turbulent, agitated, boiling, churning, burning, sultry, seething,
steaming, hot, sweltering (must modify *fretis*)

Ergo: therefore, accordingly, so, then, for that reason

redde: return, give back, offer, pay, deliver, render (must be translated as an imperative)

Iovi: Jupiter (must be translated as a dative)

obligatam: obligated, owed, due, vowed, pledged, bound, necessary, obliged, required, pledged (must modify *dapem*)

dapem: feast, banquet, meal (must be object of *redde*)

longa: long, extended (must modify *militia*)

militia: military service, conflict or campaign, war, soldiering (must be translated as an ablative)

fessum: tired, weary, exhausted, worn out (must modify *latus*)

latus: side, flank, limbs, body (must be object of *depone*)

depone: put, lay down, recline, deposit, rest (must be translated as an imperative)

sub: under, beneath

lauru: laurel (tree) (must be object of *sub*)

mea: my (must modify *lauru*)

nec parce: spare not, do not spare, act sparingly with, refrain from using (must be translated as a prohibition)

cadis: (wine) jars, flasks, bottles, casks, drinking cups (must be object of *parce*)

tibi: for you

destinatis: marked, designated, intended, appointed, earmarked, destined, set apart, determined

LL9 Scoring Guidelines: 6 pts. total

- 6** An excellent, well-organized essay. The discussion makes liberal use of specific, appropriate references from the Latin text throughout the ode, properly cited, to discuss how Horace reflects on both experience and inexperience in love. 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** A good, strong essay with discerning discussion of how Horace reflects on both experience and inexperience in love. The discussion is either not as sophisticated or well-developed as a "6" or not quite as well-supported with textual references. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the poem.

- 4 An adequate essay with limited discussion of how Horace reflects on both experience and inexperience in love. The discussion may be uneven or may be more descriptive than analytical. One aspect of the question may be developed more fully than the other. The Latin references, although perhaps scanty, are specific, accurate, and relevant.
- 3 A limited response which lacks full discussion of Horace’s reflections on experience in love, or lacks discussion of his reflections on inexperience in love, or presents a superficial discussion of both perspectives. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. The response tends to rely on description, narration, or mere translation. Alternately, the student may write a good essay reflecting knowledge of the poem, but no Latin is cited to support the answer.
- 2 The student recognizes the poem but presents a vague or weak discussion. Statements are very general or irrelevant to the question. The student shows very limited comprehension of the Latin cited, or Latin may not be cited at all.
- 1 The student understands the question but is unable to write any meaningful discussion derived from the ode. The response may consist of a collection of information which is incoherent. 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 of the poem or demonstrates a complete misunderstanding. The answer may contain either no Latin or individual Latin words randomly selected.
- 0 A response which is totally irrelevant, totally incorrect, or which merely restates the question. The student demonstrates no understanding of the Latin in context.

— A blank space or off-task answer (drawings, personal letters, etc.)

Question LL10 Scoring Guidelines: 8 points total

1. 2 points 1 for EACH unusual thing
 (a) they/he/ Juppiter came in mortal form
 (b) Mercury came with the wings having been put down or removed
2. 2 points 1 for EACH reception
 1000 doors were closed OR (1000) locks closed the (1000) houses
 AND only one small house received them
3. 1 point
parva quidem stipulis et canna tecta palustri
 ___ u u ___ u u ___ ___ ___ ___ ___ u u ___ ___ (x)

4. 2 points 1 for Latin AND English for EACH way
 Student must write out and translate the Latin for each way.
 they had been joined/married there in their youth/youthful years
illa . . . iuvenalibus
 they grew old in that house
consenuere illa casa
5. 1 point Student must write out and translate the Latin
by enduring their poverty with a non resentful/discontented mind
nec iniqua mente ferendo
by admitting their poverty
paupertatemque fatendo
 they bore their poverty lightly
effecere levem paupertatemque
 They had a positive attitude
nec iniqua mente

LL11 Scoring Guidelines: 9 points total

Translation:

As he returned, he (that one) seeks the likeness, image, statue of his girl(friend) and lying on the couch, he gave kisses: she/it seemed to grow warm; he moves his mouth again, he tests the breasts/chest also with his hands: the touched ivory becomes soft and after the hardness was placed down, gives way and yields to (his) fingers as/just as Hymettian wax grows soft (again) from the sun and when handled by the thumb is bent into many shapes/faces/forms and it becomes useful by/from the use itself.

- 1 *ut rediit*
 2 *ille petit*
 3 *simulacra suae puellae*
 4 *incumbensque toro*
 5 *dedit oscula*
 6 *visa tepere est*
 7 *admovet os iterum*
 8 *manibus quoque pectora temptat*
 9 *temptatum mollescit ebur*
 10 *positoque rigore*
 11 *subsidit digitis*
 12 *ceditque*
 13 *ut Hymettia cera*
 14 *sole remollescit*
 15 *tractataque pollice (flectitur)*

- 16 *in multas facies flectitur*
 17 *ipsoque usu*
 18 *fit utilis*

Each chunk is 1/2 point rounding up to the next integer

Acceptable meanings and renderings:

*General note: The historical present may be acceptable if used consistently.

Ut: as, when

rediit: he returned, went back, must have he and be perfect

simulacra: likeness, image, statue

suae: his own, his; must modify *puellae* and be genitive

puellae: girl, girlfriend, statue

**petit*: seeks, looks for, aims for

incumbens: lying on, falling on, bending over, throwing himself on (must modify the subject)

toro: couch, bed (must be ablative)

dedit: he gave, has given (perfect)

oscula: kisses

visa est: she seemed, it seemed, was seen

tepere: to be warm, to grow warm, to have warmth (must be infinitive)

**admovet*: he moves, moves to

os: mouth, face

iterum: again, a second time

manibus: with his hands

quoque: also

pectora: chest, breasts, breast, body

**temptat*: test, tries, feels, touches, makes a sexual advance

temptatum: tested, tried, felt, touched (must be perfect passive and must modify *ebur*)

ebur: ivory

**mollescit*: becomes, soft, yields, softens

positoque: and (having been) put down, removed, put away, set aside

rigore: stiffness, coldness, hardness, rigor, numbness

**subsidit*: yields, subsides, sinks, gives way to

digitis: to the fingers (may be dative or ablative)

**ceditque*: and gives way to, and yields

ut: as, just as, like

Hymettia: Hymettian, of Mt. Hymettus

cera: wax, beeswax

sole: from, by, in, with the sun

remollescit: softens again, yields, grows soft, softens

tractataque: and handled, managed, drawn, molded, touched, worked, kneaded (must modify wax)

pollice: by, with the thumb

multas: many (must modify facies)

flectitur: is bent, shaped, formed, molded, changed, turned (must be passive and subject must be wax or it)

in facies: into forms, shapes, faces, appearances

ipsoque: and its, itself, its own, very, and by use itself (must modify usu)

fit: it becomes, is made

utilis: useful

usu: by, with use; using