



AP Latin Literature 2001 Scoring Guidelines

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**AP[®] LATIN LITERATURE
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Question 1: 9 points total

Translation:

Now spring brings back mild warmth, now the rage of the equinoctial sky grows quiet with the pleasant breezes of the west wind. Let the Phrygian fields be abandoned, Catullus, and the fertile land of sultry Nicaea. Let us fly to the famous cities of Asia. Now my mind, trembling with anticipation, is eager to wander; now my happy feet grow strong with enthusiasm. Farewell, o delightful bands of companions, whom, after setting out far from home, different paths carry back in different ways.

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

1. *iam ver ... refert*
2. *egelidos tepores*
3. *iam furor ... silesцит*
4. *caeli aequinoctialis*
5. *iucundis Zephyri ... aureis*
6. *Linguntur Phrygii, Catulle, campi*
7. *ager uber*
8. *Nicaeaeque ... aestuosae*
9. *volemus*
10. *ad claras Asiae urbes*
11. *Iam mens praetrepidans*
12. *avet vagari*
13. *iam laeti ... pedes (studio)*
14. *(studio) vigescunt*
15. *o dulces comitum valete coetus*
16. *longe quos ... profectos*
17. *simul a domo*
18. *diversae varie viae reportant*

Acceptable meanings and renderings:

<i>iam</i>	now, already
<i>ver</i>	spring
<i>egelidos</i>	unchilled, mild, temperate, tepid, warm, lukewarm (also, “lukewarm temperatures” and “chilly warmth” for <i>egelidos tepores</i>)
<i>refert</i>	brings back, returns (as transitive verb)
<i>tepores</i>	warmth, heat
<i>iam</i>	now, already
<i>caeli</i>	(of the) sky, heaven(s), weather (must be translated as a genitive)
<i>furor</i>	rage, fury, frenzy, anger, madness
<i>aequinoctialis</i>	equinoctial, of the equinox, at the equinox
<i>iucundis</i>	pleasant, delightful, joyful, joyous

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<i>Zephyri</i>	West wind, Zephyr (must be translated as a genitive)
<i>silescit</i>	grows quiet, becomes quiet, grows silent, becomes silent, becomes calm
<i>aureis</i>	breezes (must be translated as an ablative)
<i>linquantur</i>	let [them] be left, left behind, abandoned
<i>Phrygii</i>	Phrygian, of Phrygia
<i>Catulle</i>	Catullus
<i>campi</i>	fields, lands, plains (must be translated as subject)
<i>Nicaeaeque</i>	(and) of Nicaea
<i>ager</i>	land, field(s), soil (must be translated as subject)
<i>uber</i>	rich, fertile, fruitful
<i>aestuosa</i>	sultry, hot, sweltering
<i>ad</i>	to, toward
<i>claras</i>	famous, renowned, well-known, bright, clear
<i>Asiae</i>	(of) Asia (must be translated as a genitive)
<i>volemus</i>	let us fly, let us hurry, let us rush, let us speed
<i>urbes</i>	cities
<i>mens</i>	mind
<i>praetrepidans</i>	trembling, being nervous with (in) anticipation, being anxious, wavering (must be translated as a present participle)
<i>avet</i>	is eager, is anxious, desires, longs, yearns, wants
<i>vagari</i>	to roam, to wander
<i>laeti</i>	happy, glad, joyful, joyous, merry
<i>studio</i>	eagerness, enthusiasm, excitement, zeal (must be translated as an ablative; may be taken with either <i>laeti</i> or <i>vigescunt</i>)
<i>pedes</i>	feet
<i>vigescunt</i>	grow strong, become strong, grow active, become active, flourish, come alive
<i>O</i>	o, oh
<i>dulces</i>	sweet, pleasant, delightful, enjoyable
<i>comitum</i>	(of) companions, comrades (must be translated as a genitive)
<i>valete</i>	farewell, goodbye
<i>coetus</i>	band(s), group(s), crowd(s), company
<i>longe</i>	far, far away (must be translated as an adverb)
<i>quos</i>	whom, which, that
<i>simul</i>	at the same time, together
<i>a</i>	from, away from
<i>domo</i>	home
<i>profectos</i>	after setting out, after departing, after leaving, having set out, having departed, having left
<i>diversae</i>	different, various, diverse
<i>varie</i>	differently, in different ways, variously, in various ways
<i>viae</i>	roads, paths, ways, routes (must be translated as subject)
<i>reportant</i>	bring back, carry back

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Question 2: 6 points total

6 An excellent, well-organized essay. The discussion makes liberal use of specific, appropriate references from the Latin text throughout both poems, properly cited, to support a discussion of Catullus' observations about both Rufus and Arrius and the contrasting way in which he expresses them. 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 Catullus' observations about both Rufus and Arrius and the contrasting way in which he expresses them throughout both poems. 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 poems.

4 An adequate essay with limited discussion of Catullus' observations and the contrasting ways in which he expresses them. The essay must include both men and cite correct references from both poems, but the discussion of one individual or one poem may not be developed as fully as the other or the discussion may be more descriptive than analytical. The Latin support, although perhaps scanty, is specific, accurate, and relevant.

3 A limited response that deals superficially with a discussion of Catullus' observations of both men and the contrasting way in which he expresses them, or a response that lacks discussion of one man or one of the poems. 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. 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 one or both poems but presents a vague or weak discussion of Catullus' observations about the men and the contrasting way in which he expresses them. 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 unable to write any meaningful discussion derived from the poems. Although no substantive argument is presented, the response does contain some correct information relevant to the question. The response may consist of an incoherent collection of 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 that is totally irrelevant, totally incorrect, or that 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.)

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Question 3: 6 points total

6 An excellent well-organized essay that discusses how Catullus compares the two women and uses the language and structure of the poem to emphasize their difference. 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 compares the two women and uses the language and structure of the poem to emphasize their difference throughout the poem. 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 about how Catullus compares the two women and uses the language and structure of the poem to emphasize their difference throughout the poem. 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 that deals superficially, or in a limited way, with how Catullus compares the two women and uses the language and structure of the poem to emphasize their difference and may not give references throughout the poem. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. The answer tends to rely on 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. Although no substantive argument is presented, the response does contain some correct information relevant to the question. The response may consist of a collection of information that is incoherent or that merely restates 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 that is totally irrelevant, totally incorrect, or that 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.)

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Question 4: 8 points total

1.

1 point: answer should show contrast between *invidiosum* and *gloriosum*
(no Latin is necessary for credit)

2a.

2 points: any two of the following verb + noun phrases
Latin must be written out and translated

<i>funguntur officio</i>	they perform their duty (duties)
<i>defendunt suos</i>	they defend their own
<i>faciunt quod viri fortissimi solent</i>	they do that which the bravest men are accustomed

2b.

1 point: tricolon, asyndeton, or chiasmus

funguntur officio, defendunt suos, faciunt quod viri fortissimi solent;
laesi dolent, irati efferuntur, pugnant lacessiti.

for tricolon, must have the 3 phrases of line one or line two

for asyndeton, must have any two phrases that are joined without a conjunction

for chiasmus, must have *irati efferuntur, pugnant lacessiti*

3.

2 points: must have the Latin and the translation of two of the three choices

<i>laesi dolent</i>	wounded, harmed they grieve
<i>irati efferuntur</i>	angry, they strike out
<i>pugnant lacessiti</i>	harmed, they fight

4a.

1 point: should rely on: (*vestrae*) **fidei** (*consulendi*): on your wisdom or *vestrae sapientiae*, according to your wisdom.

4b.

1 point: should not rely on *alieno dolori*: another's grief, pain

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Question 5: 9 points total

Translation:

But why is Marcus Caelius called into this court? To whom neither a crime appropriate to the court is charged nor truly anything of that type which may be separate from the law, but connected according to your sternness. Whose first age (youth) was given over to discipline and to those skills with which we are equipped for this public service, to serving the republic, to honor, glory, and merit.

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

1. *M. vero Caelius cur vocatur*
2. *in hoc iudicium*
3. *cui neque*
4. *proprium crimen quaestionis*
5. *obicitur*
6. *nec vero aliquod*
7. *eius modi*
8. *quod sit seiunctum*
9. *a lege*
10. *cum vestra severitate*
11. *coniunctum*
12. *cuius prima aetas*
13. *disciplinae dedita fuit*
14. *eisque artibus*
15. *quibus instruimur*
16. *ad hunc usum forensem*
17. *ad capessendam rem publicam*
18. *ad honorem, gloriam, dignitatem*

Acceptable meanings and renderings:

<i>Vero:</i>	but, truly
<i>Cur:</i>	why, for what reason
<i>Vocatur:</i>	is he called (must be present, past, or present perfect passive); tenses must be consistent throughout
<i>In:</i>	into
<i>Hoc:</i>	this
<i>Iudicium:</i>	court (judgment)
<i>Cui:</i>	to whom, to him
<i>neque...nec:</i>	neither...nor; no...nor
<i>obicitur:</i>	is charged (with), was charged with, has been charged with
<i>proprium quaestionis:</i>	appropriate to this court, pertinent to this court, valid to....
<i>Crimen:</i>	reproach, charge, crime

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<i>Vero:</i>	truly, verily
<i>Aliquod:</i>	something
<i>eius modi:</i>	of that (this) type, of that nature, of that manner
<i>quod:</i>	which
<i>sit:</i>	may be (subjunctive mood) although it may be, was, has been
<i>seiunctum:</i>	separated
<i>quod sit seiunctum:</i>	which may be, has been, was separated; “which does not fall under the law” Bryn Mawr
<i>a lege:</i>	from the law
<i>coniunctum:</i>	(is) joined, connected
<i>cum vestra severitate:</i>	with (by) your gravity, seriousness, severity, sternness, strictness
<i>cuius prima aetas:</i>	whose first age, whose youth
<i>disciplinae:</i>	to discipline, learning, hard-work, study
<i>dedita fuit:</i>	was given over, was surrendered, was handed over
<i>eis artibus:</i>	to these (those) arts, skills, pursuits
<i>quibus:</i>	with which, by means of which, by which
<i>instruimur:</i>	we are equipped, prepared, provided, furnished (must be present tense)
<i>usum:</i>	practice, exercise, custom, habit, use, service, skill
<i>forensem:</i>	public, forum, forensic
<i>ad capessendam:</i>	to managing, to taking hold of, to taking in hand, to undertaking, to entering upon, engaging in, serving, promoting, aiding
<i>dignitatem:</i>	dignity, honor, worth, merit

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Question 6: 6 points total

6 An excellent, well-organized essay. The discussion makes liberal use of specific, appropriate references from the Latin text throughout the passage, properly cited, to support a discussion of Cicero's characterization of Clodia and the manner in which his characterization contributes to his defense of his client. 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 Cicero's characterization of Clodia and the manner in which his characterization contributes to his defense of his client. 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 passage.

4 An adequate essay with limited discussion of Cicero's characterization of Clodia and the manner in which his characterization contributes to his defense of his client. The essay must include a discussion of both Clodia's character and Cicero's manner of defense and cite correct references throughout the passage, but the discussion of either the characterization or the manner of defense may not be developed as fully as the other or the discussion may be more descriptive than analytical. The Latin support, although perhaps scanty, is specific, accurate, and relevant.

3 A limited response that deals superficially with a discussion of Cicero's characterization of Clodia and the manner in which his characterization contributes to his defense of his client, or lacks discussion of the characterization of Clodia or the manner of defense. 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. Alternately, 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 characterization or the manner of defense but presents a vague or weak discussion of Cicero's characterization or his manner of defense. 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 unable to write any meaningful discussion derived from the passage. Although no substantive argument is presented, the response does contain some correct information relevant to the question. The response may consist of an incoherent collection of 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 that is totally irrelevant, totally incorrect, or that 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.)

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Question 7: 8 points total

1a. -- 1 point

Mortals can never know how much time they have before they die; OR
no one knows if the gods will allow tomorrow to be added to today's sum of days.

1b. -- 1 point

The transitory nature of possessions may be expressed in ANY of these ways:
because death may come at any time, what a person has carefully hoarded for himself may be consumed instead by his greedy heir; OR
one should enjoy one's property today because he may die, and his possessions will go to his heir; OR
his possessions, passed on, will also flee the hands of his heir

2. -- 1 point

Minos makes judgments, judges the dead, will judge Torquatus/you, will judge your life/Torquatus' life. The student must refer specifically to the Latin in lines 5-6.

3. -- 1 point

Any one of these figures of speech with correct Latin written out:

anaphora: *non, non, non; non te, non te; te...te*

apostrophe: *Torquate*

asyndeton: *genus, non...facundia, non*

chiasmus: *Minos fecerit...restituēt pietas*

transferred epithet: *splendida*

tricolon: *(non) genus, (non) facundia, (non) pietas*

4. -- 1 point

Not even Torquatus' distinction (family connections, eloquence, dutifulness) can save him from death/restore him to life. This may be expressed as the generalization that nothing can save a person from death/restore him to life; OR

the answer may list one or all of the distinctions mentioned and express their inability to save Torquatus from death/restore him to life.

5a. -- 1 point

Not even goddesses/gods or heroes (powerful mythological beings) can save mortals from the Underworld/from death; OR

not even their love or friendship can save mortals from the Underworld/from death.

5b. -- 2 points

1 point:

Diana could not save Hippolytus from death/restore him to life; OR

Theseus could not save Pirithous from the Underworld.

The mythological pairs must be correct, and the idea of thwarting death/the Underworld must be clear.

1 point:

Any reference to another specific detail (whether from the text or not) of the myth cited above:

Hippolytus' chastity, manner of death, etc.; OR

Pirithous' attempt to abduct Proserpina, binding in the Underworld, etc.

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Question 8: 9 points total

Translation:

Order (slaves) to bring here wine and perfume and the too brief flowers of the charming rose while the situation and time and the dark threads of the three sisters allow. You will leave (your) bought up groves and home and the country house which yellow Tiber washes. You will leave (them), and (your) heir will get possession of (your) riches piled up high.

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

iube
huc...ferre
vina et unguenta et... flores
nimum brevis
amoenae... rosae
dum...patiuntur
res et aetas
et fila...atra
sororum...trium
cedes...cedes
coemptis saltibus
et domo villaque
quam
flavus...Tiberis
lavit
et...potietur heres
exstructis...divitiis
in altum

Acceptable meanings and renderings:

<i>huc:</i>	here, to here, to this place
<i>vina:</i>	wine(s) (must be object of <i>ferre</i>)
<i>et:</i>	and
<i>unguenta:</i>	perfume(s), ointment(s) (must be object of <i>ferre</i>)
<i>nimum:</i>	too, too much, very, extremely (must modify <i>brevis</i>)
<i>brevis:</i>	short, short-lived, brief (may modify either <i>flores</i> or <i>rosae</i>)
<i>flores:</i>	flowers, blossoms, petals (must be object of <i>ferre</i>)
<i>amoenae:</i>	pleasant, charming, pleasing, lovely (must modify <i>rosae</i>)
<i>ferre:</i>	bring, carry, bear (must be present active infinitive with <i>iube</i> ; implied subject may be expressed)
<i>iube:</i>	order, command, bid (must be imperative)
<i>rosae:</i>	of the rose(s) (must be genitive)
<i>dum:</i>	while, as long as

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<i>res:</i>	situation(s), circumstance(s), thing(s) (must be subject of <i>patiuntur</i>)
<i>et:</i>	and
<i>aetas:</i>	age(s), time, life (must be subject of <i>patiuntur</i>)
<i>sororum:</i>	of the sisters, of the Fates (must be genitive)
<i>fila:</i>	thread(s) (must be subject of <i>patiuntur</i>)
<i>trium:</i>	three (must modify <i>sororum</i>)
<i>patiuntur:</i>	allow, permit, suffer, endure (must be present active)
<i>atra:</i>	dark, black, gloomy (must modify <i>fila</i>)
<i>cedes:</i>	you will leave (behind), you will give up, you will yield (must be second person active future)
<i>coemptis:</i>	purchased, bought (up), acquired (must be perfect passive participle modifying <i>saltibus</i>)
<i>saltibus:</i>	groves, pastures, rolling country, fields, land (must be object of <i>cedes</i>)
<i>et:</i>	and
<i>domo:</i>	home, house, dwelling (must be object of <i>cedes</i>)
<i>villa:</i>	country home/estate, farm/farmhouse, house, villa (must be object of <i>cedes</i>)
<i>flavus:</i>	yellow, golden, blonde, auburn, tawny, muddy (must modify <i>Tiberis</i>)
<i>quam:</i>	which, that (must be object of <i>lavit</i>)
<i>Tiberis:</i>	the Tiber (River) (must be subject of <i>lavit</i>)
<i>lavit:</i>	washes, splashes, laps (must be present tense)
<i>cedes:</i>	you will leave (behind), you will give up, you will yield (must be second person active future)
<i>et:</i>	and
<i>exstructis:</i>	heaped (up), piled (up), built up (must modify <i>divitiis</i>)
<i>in altum:</i>	high (adverbial), into a high place/position, (in)to heaven, on high, into the deep, into the sea (must be used adverbially with <i>exstructis</i>)
<i>divitiis:</i>	riches, wealth (must be object of <i>potietur</i>)
<i>potietur:</i>	will get possession (of), will take possession (of), will obtain, will possess, will acquire, will inherit (given context) (must be future active)
<i>heres:</i>	heir (must be subject of <i>potietur</i>)

**AP[®] LATIN LITERATURE
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Question 9: 6 points 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 uses vivid images to reinforce his advice. 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 uses vivid images to reinforce his advice. 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 uses vivid images to reinforce his advice. The discussion may be uneven or may be more descriptive than analytical, but it does address the entire poem. 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 that may discuss only one aspect of the question, present a superficial discussion of both topics, or neglect to discuss the entire poem. 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 of how Horace uses vivid images to reinforce his advice. 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 unable to write any meaningful discussion derived from the poem. Although no substantive argument is presented, the response does contain some correct information relevant to the question. The response may consist of a collection of incoherent 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 that is totally irrelevant, totally incorrect, or that 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.)

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Question 10: 8 points total

2 points: He will be her slave (or he will serve her) for long (many) years
(*per longos tibi qui deserviat annos*)

OR

He knows how to love with pure faithfulness
(*qui pura norit amare fide*)

4 points (2 per objection) 1 for Latin, 1 for English for each:

1 point: me . . . nomina

1 point: He does not have a noble ancestry (not great names of old parents)

1 point: si nostri sanguinis auctor eques

1 point: The founder of his race is of equestrian rank

1 point: nec meus innumeris renovatur campus aratris

1 point: He does not have extensive land/property/wealth

1 point: temperat et sumptus parcus uterque parens

1 point: He had frugal parents

1 point: figure of speech: interlocked word order/synchysis; a golden line; hyperbole
must write out Latin that illustrates
meus . . . campus and innumeris . . . aratris

1 point: for identifying either

comites novem as the Muses or the Nine Muses

vitis(que) repertor as Bacchus, or Liber, or Dionysus

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Question 11: 9 points total

Translation:

Astonished by the strange phenomenon they are terrified, and with outstretched hands, both Baucis and fearful Philemon offer prayers and beg for forgiveness for the feast with no dinnerware. There was a single goose, the guardian of the smallest house: which the masters were preparing to sacrifice to the god guests; that swift with feather/wing, wears out those slow by age.

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

1. *attoniti novitate*
2. *pavent ... (que)*
3. *manibue(que) supinis*
4. *preces concipiunt*
5. *Baucisque*
6. *timidusque Philemon*
7. *et veniam orant*
8. *dapibus*
9. *nullisque paratibus*
10. *unicus anser erat*
11. *minimae custodia villae*
12. *quem*
13. *dis hospitibus*
14. *domini mactare parabant*
15. *ille celer*
16. *penna*
17. *tardos aetate*
18. *fatigat*

Acceptable meanings and renderings:

<i>attoniti:</i>	astonished, astounded, thunderstruck, stunned, stupefied, overwhelmed, speechless, awed, awe-struck
<i>novitate:</i>	(by) newness, novelty; strange phenomenon (must be ablative)
<i>pavent:</i>	(they) are frightened, terrified (<i>que</i> may be translated here)
<i>manibusque:</i>	(and) with hands (must be abl.)
<i>supinis:</i>	lying face upward; turned palm up(ward) (must modify manibus), outstretched, supine
<i>concupiunt:</i>	offer, form, receive, conceive, develop; express, compose; pronounce solemnly
<i>Baucisque:</i>	must be subject
<i>preces:</i>	prayers (d.o.)
<i>timidus:</i>	fearful, timorous, timid (must modify Philemon)
<i>Philemon:</i>	must be subject with Baucis of <i>pavent</i> and <i>concupiunt</i>

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<i>et:</i>	and
<i>veniam:</i>	forgiveness, pardon, mercy; favor, kindness, blessing; reprieve, remission
<i>dapibus:</i>	meal; feast, banquet
<i>paratibus:</i>	preparation; proper appointments, service; dinnerware, utensils
<i>nullis . . . paratibus:</i>	lack of
<i>nullis:</i>	no, none; trifling
<i>orant:</i>	they beg, ask
<i>unicus:</i>	one and only, one, only, sole, single (modifies <i>anser</i>)
<i>anser:</i>	goose
<i>erat:</i>	was
<i>minimae:</i>	least, smallest, very small
<i>custodia:</i>	protection, defense, guard, guardian
<i>villae:</i>	house, farmhouse
<i>quem:</i>	which, whom
<i>dis:</i>	to/for the gods
<i>hospitibus:</i>	guests, friends, strangers
<i>domini:</i>	masters (subject), owners, hosts, lords
<i>mactare:</i>	to honor, offer, sacrifice, kill
<i>parabant:</i>	they were preparing, prepared
<i>ille:</i>	that, it
<i>celer:</i>	swift, fast, quick, agile, speedy
<i>penna:</i>	wing, feather, flight
<i>tardos:</i>	slow, slow-moving
<i>aetate:</i>	in, with, by age; old age, life
<i>fatigat:</i>	wearies, tires out, wears out

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Question 12: 6 points total

6 An excellent, well-organized essay. The discussion makes liberal use of specific, appropriate references from the Latin text throughout the poem, properly cited, to discuss the extent to which Apollo succeeds in making her his own, and how Daphne responds. Occasional mistakes need not spoil the general impression of the essay. More important than the number of features selected are the quality, completeness, and the general coherence of the discussion.

5 A good, strong essay with discerning discussion of how Apollo succeeds in making Daphne his own and how Daphne responds to his attempts. 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 Apollo succeeds in making Daphne his own and how Daphne responds to his attempts. 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 that lacks full discussion of how Apollo succeeds in making Daphne his own and how Daphne responds to his attempts. 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 passage but presents a vague or weak discussion. Statements may be 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 passage. Although no substantive argument is presented, the response does contain some correct information relevant to the question. The response may consist of an incoherent collection of information. The student may demonstrate no understanding of the Latin of the passage, or may demonstrate a complete misunderstanding. The answer may contain either no Latin or individual Latin words randomly selected.

0 A response that is totally irrelevant, totally incorrect, or that 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.)