



AP[®] Latin Literature 1999 Scoring Guidelines

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**AP[®] LATIN LITERATURE
1999 SCORING GUIDELINES**

Catullus Question 1

8 points total

Translation:

O gods, if it is yours to pity, or if you have ever brought final aid to those already in death itself, look at wretched me and, if I have lived life purely, snatch this plague and destruction from me, which creeping into my deepest limbs like a numbness has driven out joys from my entire heart.

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

1. *O di*
2. *si vestrum est*
3. *misereri*
4. *aut si . . . umquam*
5. *quibus*
6. *extremam . . . opem*
7. *iam ipsa in morte*
8. *tulistis*
9. *me miserum aspicate*
10. *et . . . eripite . . . mihi*
11. *si vitam puriter egi*
12. *hanc pestem perniciemque*
13. *quae . . . expulit . . . laetitias*
14. *mihi subrepens*
15. *imos ut torpor in artus*
16. *ex omni pectore*

Acceptable meanings and renderings:

<i>O:</i>	O (you)
<i>di:</i>	gods, heavenly ones, divine beings; must be plural
<i>est:</i>	is; subject may be "it" or <i>misereri</i>
<i>vestrum:</i>	yours, in your nature, characteristic of you, within you, your custom, your habit
<i>misereri:</i>	to pity, have pity, show mercy, feel sorry for; may be rendered as "pitying"
<i>aut:</i>	or

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Catullus Question 1 (cont.)

<i>si:</i>	if
<i>quibus:</i>	some, someone, anyone, any, those; must be rendered as dative
<i>extremam:</i>	final, at the last second, last minute
<i>opem:</i>	help, aid, assistance, resources
<i>tulistis:</i>	you have brought, carried, given, granted; must be past tense
<i>iam:</i>	already, now
<i>in:</i>	in; "into" not acceptable
<i>ipsa:</i>	itself; must be taken with <i>morte</i>
<i>morte:</i>	death
<i>aspicite:</i>	look at, notice, behold, consider
<i>miserum:</i>	unhappy, unfortunate, wretched, miserable, poor
<i>me:</i>	me
<i>et:</i>	and
<i>vitam egi:</i>	I have lived life, spent my life, acted in life, lived; must be past tense
<i>puriter:</i>	chastely, cleanly, purely, undefiled
<i>vitam puriter:</i>	may be rendered "a pure life"
<i>eripite:</i>	snatch, tear, rip, drive, pluck away, seize, eradicate
<i>hanc:</i>	this
<i>pestem:</i>	plague, disease, destruction, ruin, death
<i>perniciemque:</i>	and; poison, destruction, ruin, fatal injury
<i>pestem perniciemque:</i>	may be rendered as hendiadys, e.g., "deadly disease
<i>mihi:</i>	from me; must denote separation
<i>quae:</i>	which
<i>subrepens/surrepens:</i>	crawling, creeping down, creeping up to, stealing upon, insinuating itself; may be taken with either <i>quae</i> or <i>torpor</i> ; may be rendered as finite when coordinated with <i>expulit</i>
<i>mihi:</i>	on me; may be taken as possessive with <i>imos . . . in artus</i>
<i>imos:</i>	deepest, inmost
<i>artus:</i>	joints, limbs
<i>ut:</i>	like, as
<i>torpor:</i>	numbness, grogginess, paralysis, palsy, torpor
<i>expulit:</i>	has driven out, expelled, purged; must be past tense
<i>laetitias:</i>	gladness, joy, pleasures
<i>ex:</i>	from
<i>omni:</i>	entire, whole, all; may be rendered adverbially or as a transferred epithet with <i>laetitias</i>
<i>pectore:</i>	chest, heart, soul, breast

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Catullus 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 the poem, properly cited, to discuss both the ways in which the poet's mixed feelings are portrayed throughout the poem and whether he has resolved his dilemma by the end. 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 both the ways in which the poet's mixed feelings are portrayed throughout the poem and whether he has resolved his dilemma by the end. 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 both the ways in which the poet's mixed feelings are portrayed throughout the poem and whether he has resolved his dilemma by the end. The discussion may be uneven or may be more descriptive than analytical. The Latin support, although perhaps scanty, is specific, accurate, and relevant.
- 3** A limited response which lacks a discussion of either the ways in which the poet's mixed feelings are portrayed or of whether his dilemma is resolved by the end of the poem. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. The response tends to rely on 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 faulty discussion. The student cites Latin but shows very limited comprehension of the Latin in context. Statements may be very general or irrelevant to the question.
- 1** The student understands the question but is unable to write meaningful discussion derived from the poem. 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 passage 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.)

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Catullus Question 3

6 points total

- 6** An excellent, well-organized essay. The discussion makes liberal use of specific, appropriate references from the Latin, properly cited, to identify and contrast the views of the two groups about marriage. 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 the views of the two groups on marriage. The discussion is either not as sophisticated or well-developed as above or not quite as well-supported with textual references. The references to the Latin, properly cited, appear confident, and the essay reflects more than a casual familiarity with the passage.
- 4** An adequate essay with limited discussion. The discussion may be uneven and emphasize one viewpoint more than the other, or it may be limited in discussing the contrasting viewpoint. The Latin references, although perhaps scanty, are specific, accurate, and relevant.
- 3** A limited response which may identify the views, but not contrast them, or may discuss only one view in depth, but ignore the other. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. The response tends to rely on mere translation. Alternatively, the student may write a good essay reflecting a knowledge of the passage, but cite no Latin to support the answer.
- 2** The student recognizes the passage but presents a vague or faulty discussion. The student shows very limited comprehension of the Latin cited, or Latin may not be cited at all. Statements may be very general (possibly just a restatement of the question) or irrelevant to the question.
- 1** The student understands the question but is unable to write meaningful discussion. Although no substantive argument is present, the response does contain some correct information relevant to the question. The student demonstrates no understanding of the Latin of the passage or demonstrates a complete misunderstanding. The answer may contain either no Latin or individual words randomly selected.
- 0** A response which is totally irrelevant or 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.)