



## AP<sup>®</sup> Latin Literature 2002 Scoring Commentary

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**Question LL1**

**Sample C (7 points):** Credit was not given for chunklets 4, 5, 8, or 16.

**Sample H (2 points):** Credit was not given for chunklets 1, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, or 18.

**Question LL2**

**Sample B (5 points):** This is a coherent, tight essay. There is excellent Latin support and citation from throughout the poem.

**Sample C (4 points):** An adequate discussion supporting the writer's thesis with some evidence from all four parts of the poem, citing accurate Latin. The essay is quite descriptive.

**Question LL3**

**Sample B (5 points):** A good strong essay in which the student discusses Catullus' perception of the awkward social situation involving both Lesbia and the *vir*. The argument is supported by references from the Latin throughout the poem.

**Sample E (2 points):** The student recognizes the situation but calls Lesbia the *mule*, not the other man. The Latin is poorly cited.

**Question LL4**

**Sample C (6 points):** Credit was not given for 1a or for 2.

**Sample F (3 points):** Credit was not given for 1b, 1c, 2, 3, or 4a.

**Question LL5**

**Sample B (8 points):** Credit was not given for chunklets 9 or 14.

**Sample F (4 points):** Credit was not given for chunklets 4, 5, 7, 8, 12, 13, 14, 15, 17, or 18.

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**Question LL6**

**Sample B (5 points):** Readers felt that this is a strong essay but does not encompass all the text. The student develops the motivation quite well and is not as strong with the intended effect.

**Sample D (3 points):** This essay is basically a narrative account of the passage with a great deal of extra material not pertinent to the passage. There is virtually no Latin to support the student's claims.

**Question LL7**

**Sample B (7 points):** All questions received full credit except for the mistranslation of line 7 in #5.

**Sample F (3 points):** Credit was not given for 1.a) and 2. Only 1 point was awarded for #3 because the unequalled excellence is not stated. No credit was awarded for #5; the translations are not correct.

**Question LL8**

**Sample A (9 points):** Full credit was given for each chunklet.

**Sample D (6 points):** Credit was not given for chunklets 1, 2, 5, 6, 10, or 12.

**Question LL9**

**Sample C (4 points):** The student has discussed only two sets of contrasting images which illustrate the philosophy.

**Sample D (3 points):** The student only successfully discussed the contrasting pairs illustrating the golden mean in the last stanza.

**Question LL10**

**Sample C (6 points):** All points were given except 3b and 4.

**Sample E (4 points):** Points were awarded for 2, 3a, and 5.

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**Question LL11**

**Sample B (8 points):** Credit was not given for chunklets 6, 9, or 15.

**Sample E (5 points):** Credit was not given for chunklets 1, 3, 5, 6, 8, 9, 13, or 17.

**Question LL12**

**Sample A (6 points):** An excellent, well-organized essay. The discussion makes liberal use of specific, appropriate references from the Latin text, throughout the poem.

**Sample B (5 points):** A strong essay with good discussion contrasting the reality of the situation with Pyramus' and Thisbe's hopes and desires. The interaction of analysis and translation is smooth and addresses the entire passage.