



AP[®] Latin Literature 2004 Scoring Commentary

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**AP[®] LATIN LITERATURE
2004 SCORING COMMENTARY**

Question LL1

Sample: 1A

Score: 3

Credit was given for segments 4, 12, 13, 17, and 18.

Sample: 1B

Score: 6

Credit was not given for segments 1, 3, 8, 11, 14, 15, and 16.

Sample: 1C

Score: 9

This excellent response received full credit.

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Question LL2

Sample: 2A

Score: 3

This essay received a 3 out of 6. The student wrote a limited essay focused on length of time as the major literary quality that Catullus values; there is confusion about whether length of time referred to how long Cornelius took to write or how long the works of Catullus and Cinna lasted. The Latin support is minimal and is not fully connected to the discussion; some of the Latin is misconstrued or simply stated as fact and not applied to the point. As with many others, reference is made to Volusius and his works, but no real discussion arises from the mention.

Sample: 2B

Score: 4

This essay received a 4 out of 6. The student writes an adequate essay that presents the literary qualities that Catullus values, but the essay is more narrative than analytical. The qualities of longevity, appearance, and quality are offered, but the student misunderstands Catullus' opinion of Cinna in part. The Latin support is scanty but generally accurate, if slightly misinterpreted. The student has a basic understanding of the question and the content of the two poems and succeeds in writing an essay that shows minor difficulties with specific applications of the concepts.

Sample: 2C

Score: 6

This essay received a 6. The student wrote a fine essay that delineated the qualities of charm, innovation, conciseness, effort, and everlasting fame that Catullus values in his and Cinna's works as contrasted with the traits of dullness, excessive length, and lack of staying power that characterizes Cornelius, Hortensius, Volusius, and Antimachus. The Latin support is generous and fully supports the points that the student is making. The organization is by theme and the student easily connects all the elements from beginning to conclusion. A minor mistake does not spoil the overall impression of a student who fully understands the question and the poems.

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Question LL3

Sample: 3A

Score: 3

This essay received a 3 out of 6. The student recognizes both passages but offers limited discussion of the feelings and how they are expressed. The Latin support is weak.

Sample: 3B

Score: 4

This essay received a 4 out of 6. The student offers a basic understanding of the feelings expressed in the poems, with specific and accurate Latin support. Latin is less than confident. Does not refer to Latin throughout the passage but offers Latin support for the discussion of how Catullus expresses his feelings. More a summary than an analysis.

Sample: 3C

Score: 6

This essay received a 6. The essay is well organized and sophisticated. This student shows a progression of ideas in each section of the passages. The essay demonstrates not only what Catullus' feelings are but how he expresses them; the student cites Latin liberally and accurately from throughout the passage to back up every claim.

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Question LL4

Sample: 4A

Score: 3

Credit was given for questions 1, 2, and 3.

Sample: 4B

Score: 6

Credit was not given for questions 1 and 2.

Sample: 4C

Score: 8

Credit was given for all questions.

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Question LL5

Sample: 5A

Score: 4

Credit was given for segments 3, 6, 7, 8, 10, 15, 16, and 18.

Sample: 5B

Score: 6

Credit was not given for segments 5, 6, 11, 14, 15, and 17.

Sample: 5C

Score: 8

Credit was not awarded for segments 2, 5, and 11.

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Question LL6

Sample: 6A

Score: 2

This essay received a score of 2 out of 6. The student recognizes that Cicero is trying to win the jury's support but provides only a vague discussion of the tactics used. There is no reference to the arguments in lines 1-5. The student cites only Cicero's final argument in lines 6-7 but offers a weak analysis of the lines.

Sample: 6B

Score: 4

This essay received 4 points out of 6. This is an adequate essay with limited discussion of Cicero's tactics to win the support of the jury. The Latin cited in the first part of the essay (*natura ipsa*) is misconstrued and does not support the discussion. However, the second half of the essay is a better analysis of Cicero's tactics. Here, the student provides accurate citations and analysis of the Latin that supports the analysis of the personal and patriotic themes.

Sample: 6C

Score: 6

This essay, a complete and confident analysis of Cicero's tactics, received a full 6 points. The student selected pertinent Latin citations from throughout the passage to illustrate the personal and patriotic themes expounded by Cicero. The citations, accurately translated or paraphrased, support the discussion.

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Question LL7

Sample: 7A

Score: 4

The student correctly answers questions 1, 3, 5a, and 5b (where “swiftly fleeing” was taken as a paraphrase of “celerem fugam”).

Sample: 7B

Score: 6

In question 5, the student fails to include the Latin as required (and mistranslates “relicta” as *returned*). Similarly, in question 6a, the student lists line numbers instead of writing out the Latin as required.

Sample: 7C

Score: 8

The student has answered everything correctly. The fact that “turpe” was not translated in 6a did not detract from the score, as the answer could be considered a close paraphrase.

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Question LL8

Sample: 8A

Score: 4

The student did not receive credit for segments 3, 5, 7, 10, 11, 12, 13, 14, 15, 16, and 18.

Sample: 8B

Score: 5

The student received credit for segments 1, 7, 8, 9, 10, 12, 14, 15, and 18.

Sample: 8C

Score: 9

The student received credit for all segments.

**AP[®] LATIN LITERATURE
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Question LL9

Sample: 9A

Score: 3

This essay received a 3 out of 6. The student recognizes the passage and attempts to assign personality traits to both Horace and the unwanted companion, but the presentation is uneven. The discussion about the unwanted companion is clearer and in more depth. The Latin support, however, is weak: only one word from the first 9 lines of the passage is accurately translated, but it does not reflect the student's assessment of Horace as stated in the essay's opening or the other assessment at the end. The student does deal nicely with some of the Latin from the final four lines, but this appears to be just a catalogue of citations to support his/her suggestion that the unwanted companion is persistent. Adequate treatment of the earlier sections of the passage and/or a more even discussion of the two personalities would be needed for a higher score.

Sample: 9B

Score: 4

This essay received a 4 out of 6. The student recognizes the passage and presents the reader with one possible character trait each for Horace and for the unwanted companion, though more attention is given to Horace. The Latin support is good, but it fails to deal effectively with the whole passage: lines 6-9 and 11-12 are ignored completely. With a more even treatment and more comprehensive use of the Latin, this student may well have received a 5.

Sample: 9C

Score: 6

This essay received a 6. The student deals beautifully with the question, raises interesting arguments, and provides strong Latin support throughout the essay. Each point is accompanied by appropriate citations, and the student varies the interpretation of the Latin (sometimes translating, sometimes paraphrasing) as best fits the situation. The student uses the Latin to strengthen his or her original arguments, avoiding the temptation to interject an alternate assessment.

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Question LL10

Sample: 10A

Score: 4

Credit was not given for questions 2, 3a, and 4.

Sample: 10B

Score: 5

Credit was not given for questions 2 and 3a.

Sample: 10C

Score: 8

Full credit was given for all questions.

**AP[®] LATIN LITERATURE
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Question LL11

Sample: 11A

Score: 3

Credit was given for segments 1, 2, 7, 15, 16, and 17.

Sample: 11B

Score: 6

Credit was not given for segments 3, 4, 5, 6, 12, 13, and 18.

Sample: 11C

Score: 8

Credit was not given for segments 3 and 14.

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Question LL12

Sample: 12A

Score: 3

This essay received a 3 out of 6. The student gave a limited response to the question and should have provided a stronger discussion of how passage B reinforces passage A. Also, some of the Latin is inaccurate and/or misconstrued.

Sample: 12B

Score: 4

This essay received 4 out of 6 points. The student gave an adequate answer to the question. Although the comparisons between passages A and B were solid and the Latin was accurate, the student would have needed to discuss the Latin throughout the passages to have received a higher score.

Sample: 12C

Score: 6

This essay received a 6. The student provided a sophisticated, well-organized discussion of how passage B reinforces passage A. The essay contains liberal use of specific Latin references.