



## **AP<sup>®</sup> Latin Literature 2004 Scoring Guidelines**

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**AP® LATIN LITERATURE  
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**Question LL1**

**9 points total. One half-point for each segment, rounding up to the next higher integer.**

1.       dicit mulier mea ... dicit
2.       se ... malle
3.       nulli ... nubere quam ... mihi
4.       non si ... Iuppiter ipse
5.       se ... petat
6.       sed mulier ... quod dicit
7.       cupido ... amanti
8.       scribere oportet
9.       in vento et rapida ... aqua
10.      nulla potest mulier ... dicere (vere)
11.      se ... amatam (vere)
12.      tantum ... quantum
13.      a me Lesbia amata mea est
14.      nulla fides ... fuit umquam
15.      ullo ... foedere
16.      tanta, quanta ... reperta ... est
17.      in amore tuo
18.      ex parte ... mea

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**Question LL1 (cont'd.)**

1. *dicit*: says {must be present tense}  
*mulier mea*: My woman /lady /girl(friend) {must be subject of *dicit*}  
*dicit*: (So) she says; {must be present tense}
2. *se*: (that) she /herself {must be subject of *malle*}  
*malle*: prefers /would rather /wants more /desires more ; to prefer /want more /desire more
3. *nulli*: (to) no one /nobody /none {negative may be construed with *malle*}  
*nubere*: to marry /wed /be wed  
*quam*: than /rather than /other than /over /except for /but  
*mihi*: (to) me /myself {must complete *nubere*}
4. *non si*: not if /(not) even if  
*Iuppiter ipse*: Jupiter himself {must be subject of *petat*}
5. *se*: her /herself {must be direct object of *petat*}  
*petat*: should /were to /may /seek /entreat /ask; sought
6. *sed*: but  
*mulier*: a woman /lady /girl(friend)  
*quod*: what(ever) /that which  
*dicit*: says {must be present tense}
7. *cupido*: eager /desirous /yearning /desiring; (to the) eager one /man /eagerly {see next word}  
*amanti*: to a /her lover /boy friend; who loves (her); to the one loving her eagerly {must be dative}
8. *scribere*: to write; for one /me / /her /you to write; that I /she /you write {must be active}  
*oportet*: it is proper /fitting /necessary; one should /ought; it behooves one
9. *in vento*: in /on the wind  
*et*: and /or  
*rapida*: swift /rapid /rapidly flowing /quick /fast  
*aqua*: water
10. *nulla mulier*: No woman /lady /girl(friend)  
*potest*: can /is able  
*dicere*: to say /call {"call herself loved" see #11}  
*vere*: truly /really {may be construed with either *dicere* or *amatam*}
11. *se*: (that) she /herself {must refer to *mulier* and be subject of *amatam* (*esse*)}  
*amatam*: has been loved /is loved /to have been loved /loved
12. *tantum ... quantum*: as /so much /greatly as; so much ... how much
13. *a me*: by me {must show personal agent}  
*Lesbia mea*: my Lesbia {must be subject of *amata est*}  
*amata est*: has been /was loved by me; is loved
14. *nulla fides*: no (never any) faith /trust /loyalty {must be subject of *fuit*}  
*fuit*: was /has been; there was /has been  
*umquam*: (n)ever
15. *ullo foedere*: in /of any agreement /bond /pact /pledge /treaty
16. *tanta, quanta*: as /so great /big as; so much ... however much  
*reperta ... est*: was /has been found
17. *in amore tuo*: in (my) love for /of /to you; in your love
18. *ex parte ... mea*: on /from /for my part /side /quarter

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**Question LL2**

- 6** An excellent, well-organized essay making liberal use of specific appropriate references from the Latin text throughout both passages, properly cited, to discuss Catullus' views on the authors and how these views reveal the literary qualities he values. 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' views on the authors and how these views reveal the literary qualities that he values. The discussion is either not as sophisticated or well-developed as a "6," or not quite as well-supported with textual references from throughout the passages. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passages.
- 4** An adequate essay reflecting a basic understanding of Catullus' views on the authors and how these views reveal the literary qualities that he values. The discussion may be uneven with emphasis on only one of the two passages, or it 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 both Catullus' views on the authors and how these views reveal the literary qualities that he values or which 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. Alternately, the student may write a good essay reflecting knowledge of the passages, but fail to cite any Latin to support the answer.
- 2** The student recognizes at least one of the passages, but presents a vague or weak discussion. Statements are very general or irrelevant to the question. The student cites Latin, but with only limited comprehension of the Latin in context or fails to cite any Latin at all.
- 1** The student understands the question, but presents no meaningful discussion derived from the passages. 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 student may fail to cite any Latin or may only provide individual Latin words randomly selected.
- 0** The student gives a response that is totally irrelevant, totally incorrect, or merely restates the question. The student demonstrates no understanding of the Latin in context.
- A blank space or off task answer (e.g., drawing, personal letters, etc.)

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**Question LL3**

- 6** An excellent, well-organized essay making liberal use of specific appropriate references from the Latin text throughout both passages, properly cited, to discuss Catullus' feelings about Lesbia and the ways 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' feelings about Lesbia and the ways he expresses them. The discussion is either not as sophisticated or well-developed as a "6," or not quite as well-supported with textual references from throughout the passages. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passages.
- 4** An adequate essay reflecting a basic understanding of Catullus' feelings about Lesbia and the ways he expresses them. The discussion may be more descriptive than analytical, or may deal adequately with only some of Catullus' feelings. The Latin references, although perhaps scanty, are specific, accurate, and relevant.
- 3** A limited response, which lacks adequate discussion of Catullus' feelings about Lesbia and the ways he expresses them. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. The answer tends to rely on description. Alternately, the student may write a good essay reflecting knowledge of the passages, but fail to cite any Latin to support the answer.
- 2** The student recognizes at least one of the passages, but presents a vague or weak discussion. Statements are very general or irrelevant to the question. The student cites Latin, but with only limited comprehension of the Latin in context or fails to cite any Latin at all.
- 1** The student understands the question, but presents no meaningful discussion derived from the passages. 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 student may fail to cite any Latin or may only provide individual Latin words randomly selected.
- 0** The student gives a response that is totally irrelevant, totally incorrect, or merely restates the question. The student demonstrates no understanding of the Latin in context.
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**Question LL4**

**8 points total**

1. **1 point**  
tricolon (crescens): *(nullum) argumentum in re, (nulla) suspicio in causa, (nullus) exitus criminis*  
OR  
anaphora or alliteration: *nullum ... nulla ... nullus*  
OR  
asyndeton *in re, nulla ... causa, nullus ...*
  
2. **1 point**  
They are using no argumentation /no conjecture (reasoning) /no logical inference /no signs of proof /nothing which usually illustrates the truth {any one of these will suffice}  
OR  
their case lacks argumentation, etc. {i.e., the negative may be placed with the verb}  
OR  
they are using bad argumentation, etc. {i.e., a negative adjective may be used in place of “no”}
  
3. **1 point**  
Witnesses or testimony {this is not translation}
  
4. **1 point each = 2 points**  
*sine ullo timore* “without any fear”; with no fear /he is not afraid /he has no fear  
OR  
*cum aliqua spe delectationis* “with some hope of amusement /delight /pleasure /enjoyment” /he hopes to enjoy it.  
OR  
*praegestit animus (iam videre)* “my mind is eager /looking forward to /thrilled /very eager (to see)”  
his mind is eager /he is eager  
{The reference must be to Cicero}
  
- 5a. **1 point each = 2 points**  
The men are elegant and friends with a rich, noble woman but they take orders from her  
OR  
The men are elegant (effete) but they are engaged in the silly act of being on guard in a bath  
OR  
They are described as *iuvenes* and then as *viros*  
OR  
they are *lautos* as opposed to *fortes*  
OR  
they are described as *familiares* as opposed to *ab imperatrice ... conlocatos*

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**Question LL4 (cont'd.)**

5b. **1 point**

They are discredited by having a woman for their leader

OR

by having the action that is supposed to prove their bravery take place in the baths

OR

because, although they are described in military terminology, all they are doing is taking orders from a woman OR standing guard in a bathhouse

OR

it is inappropriate for elegant gentlemen to have a woman leader

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**Question LL5**

**9 points total. One half-point for each segment, rounding up to the next higher integer.**

1. Et erat ... is
2. tam demens
3. cui
4. vos ingenium certe tribuitis
5. etiam si cetera ... detrahitis
6. inimica oratione
7. ut ... committeret
8. omnes suas fortunas
9. alienis servis
10. at quibus servis
11. refert enim magno opere id ipsum
12. eisne
13. quos intellegebat
14. non ... uti
15. communi condicione servitutis
16. sed ... vivere
17. licentius liberius familiarisusque
18. cum domina

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**Question LL5 (cont'd.)**

1. *Et erat*: and was  
*is*: he /this /that man /one
2. *tam demens*: so crazy /mad /insane /demented {*tam* must be translated}
3. *cui*: to whom; who ... to
4. *vos ... tribuitis*: you attribute /assign /grant  
*ingenium*: talent /intelligence /ingenuity /ability /character {the colloquial expression “smarts” is acceptable}{must be direct object of *tribuitis*}  
*certe*: certainly /clearly
5. *etiam si*: even if; although  
*cetera*: the rest /other things /qualities {must be direct object of *detrahitis*}  
*detrahitis*: you criticize /detract /draw away /drag down /take away (from him)
6. *inimica oratione*: with /by /in (your) unfriendly /hostile speech /oration /discourse /talk {must indicate an ablative}
7. *ut ... committeret*: that he entrusted /would entrust /commit; (so) as to entrust /commit; {must indicate a result clause}
8. *omnes suas fortunas*: all (of) his fortune(s) /chances {must be direct object of *committeret*}
9. *alienis*: another’s /somebody else’s; of another /of someone else /belonging to another {“other slaves” is not acceptable}  
*servis*: to slaves /servants; to the slaves /servants {must be construed with *committeret*}
10. *at quibus servis*: But /and to which /what (sort of) slaves /servants.
11. *enim*: for /and in fact  
*id ipsum*: this very thing /thing itself {as subject of *refert* [depending on how *refert* is translated]}; makes a (big) difference;  
this is the thing which /that very point {as direct object of *refert* [depending on how *refert* is translated]}  
*refert*: is relevant /important /matters; he brings up /refers to  
*magno opere*: to a great extent /greatly / quite a bit /very much
12. *eisne*: (was it) (to) those (slaves /servants)
13. *quos*: whom /who  
*intellegebat* : he understood /was understanding
14. *non ... uti*: were not enjoying /employing /experiencing; /not to enjoy, etc. {present tense acceptable if *vivere* is also present tense}
15. *communi*: common /ordinary {must modify *condicione*}  
*condicione*: the condition /construction {must be construed with *uti*}  
*servitutis*: of slavery; of servitude
16. *sed vivere*: but lived /live {present tense acceptable if *uti* is also a present tense} /to live
17. *licentius liberius familiarisque*: quite /rather /more indulgently /boldly /loosely /extravagantly /licentiously, freely /with more license /more uncontrollably, and more familiarly /in a more familiar way /more intimately {must be comparative}
18. *cum domina*: with their (the) mistress /master /owner

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**Question LL6**

- 6** An excellent, well-organized essay, making liberal use of specific appropriate references from the Latin text throughout the passage, properly cited, to support the discussion of the tactics Cicero uses to win the jury's support for Caelius. 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 tactics Cicero uses to win the jury's support for Caelius. The discussion is either not as sophisticated or well-developed as a "6," or not quite as well-supported with textual references from throughout the passage. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passage.
- 4** An adequate essay reflecting a basic understanding of the tactics Cicero uses to win the jury's support for Caelius. The discussion of Cicero's tactics may be more descriptive than analytical, or may be uneven. The Latin references, although perhaps scanty, are specific, accurate, and relevant.
- 3** A limited response, which deals superficially with the tactics Cicero uses to win the jury's support for Caelius. 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 fail to cite any Latin to support the answer.
- 2** The student recognizes that Cicero is trying to win the jury's support for Caelius, but presents a vague or weak discussion. Statements are very general or irrelevant to the question. The student cites Latin, but with only limited comprehension of the Latin in context or fails to cite any Latin at all.
- 1** The student understands the question, but presents no 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 student may fail to cite any Latin or may only provide individual Latin words randomly selected.
- 0** The student gives a response that is totally irrelevant, totally incorrect, or merely restates the question. The student demonstrates no understanding of the Latin in context.
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**Question LL7**

**8 points total**

1. **1 point**  
The Battle of Philippi  
OR  
Octavian's /Augustus' defeat of Brutus  
OR  
The Civil War between Octavian /Augustus and Brutus  
{Defeat of Brutus is insufficient without one other piece of information}
2. **1 point**  
L S S L S S L S L X  
**dis pa- tri -is I -ta -lo -que cae -lo,**
3. **1 point**  
He was returned from exile /he returned ... /his return  
OR  
He was allowed to return to Italy /he returned ... /his return  
OR  
He was allowed to remain a citizen /he remained a citizen  
OR  
He was restored to his native gods /he returned to his native gods  
{Octavian need not be mentioned}
4. **1 point each**  
They wasted the day /broke up the long /delaying day  
OR  
They drank wine  
OR  
they wore perfume /oil  
OR  
they wore garlands /wreaths
- 5a. **1 point**  
He fled from battle /deserted /left battle dishonorably  
OR  
he left his shield behind  
{These actions may be attributed to Horace's friend}
- 5b. **1 point**  
*fugam sensi* "I felt /sensed flight" /He fled  
OR  
*celerem fugam* He fled quickly  
OR  
*relicta parmula* "(my) shield (having been) left behind" / He left his shield behind

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**Question LL7 (cont'd.)**

6a. **1 point**

*fracta virtus* "courage /virtue /bravery was broken /shattered" /they lost their courage

OR

*solum tetigere mento* "they touched the ground with their chin" /their chins hit the ground {"chin" must be included}

OR

*turpe solum* "disgraceful ground /earth"

6b. **1 point**

Defeat /surrender /desertion

OR

death in battle

OR

cowardice /humiliation

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**Question LL8**

**9 points total. One half-point for each segment, rounding up to the next higher integer.**

1. Cum tu, Lydia ... laudas
2. Telephi cervicem roseam
3. cerea Telephi ... bracchia
4. (vae) meum ... iecur
5. (vae) ... fervens
6. tumet
7. difficili bile
8. tum mihi
9. nec ... nec
10. mens ... color
11. certa sede
12. manent
13. umor et (furtim)
14. (furtim) labitur
15. in genas (furtim)
16. arguens
17. quam penitus macerer
18. lentis ... ignibus

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**Question LL8 (cont'd.)**

1. *Cum*: When(ever)  
*tu, Lydia*: you, Lydia  
*laudas*:, praise /are praising
2. *Telephi*: of Telephus /Telephus' {must be construed with *cervicem*}  
*cervicem*: neck {must be direct object of *laudas*}  
*roseam*: rosy /rosy red /red
3. *cerea*: waxy /waxy /white /pale; soft /delicate /pliant /supple /smooth  
*Telephi*: of Telephus /Telephus' {must be construed with *bracchia*}  
*bracchia*: arms
4. *vae*: alas /woe's me /darn!  
*meum iecur*: my liver /anger {must be subject of *tumet*}
5. *fervens*: burning /boiling /feverish /teeming /blazing {must modify *iecur*}
6. *tumet*: swells (up) /engorges /is swollen /is engorged /expands
7. *difficili*: intractable /unmanageable /obstinate /difficult /troublesome /angry /uncontrollable {must modify *bile*}  
*bile*: bile /anger /wrath /gall {must be ablative}
8. *Tum*: Then  
*mihi*: for /in me; [may be translated "my" with *mens* and/or *color*]
9. *nec ... nec*: neither ... nor
10. *mens*: mind {must be subject of *manent*}  
*color*: (facial) color /complexion {must be subject of *manent*}
11. *certa*: certain /fixed /proper/right {must modify *sede*}  
*sede*: in place /seat /site /order {must show location}
12. *manent*: remain(s)
13. *umor et (furtim)*: and /even moisture /tear(s) {must be subject of *labitur*}
14. *furtim*: secretly /stealthily  
*labitur*: slips /glides /slides /flows /falls {may be plural if *umor* is rendered "tears"}
15. *in genas (furtim)*: onto (my) cheeks
16. *arguens*: proving /revealing /testifying to /showing /arguing (for){must modify *umor*}
17. *quam penitus*: how deeply /utterly /completely  
*macerer*: I am (being) tormented /tortured /annoyed /weakened /softened /consumed /soaked
18. *lentis*: slow (moving) /lingering  
*ignibus*: by /with /because of the fire(s) {must indicate an ablative construction}

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**Question LL9**

- 6** An excellent, well-organized essay, making liberal use of specific appropriate references from the Latin text throughout the passage, properly cited, to discuss how the conversation reflects their personalities. 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 the conversation reflects their personalities. The discussion is either not as sophisticated or well-developed as a “6,” or not quite as well-supported with textual references from throughout the passage. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passage.
- 4** An adequate essay reflecting a basic understanding of how the conversation reflects their personalities. The discussion may be more descriptive than analytical, or may deal more with the personality of only one of the figures. The Latin references, although perhaps scanty, are specific, accurate, and relevant.
- 3** A limited response, which lacks adequate discussion of how the conversation reflects their personalities. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. The answer tends to rely on description. Alternately, the student may write a good essay reflecting knowledge of the passage, but deal with the personality of only one of the figures, or may fail to cite any Latin to support the answer.
- 2** The student recognizes the passage, but presents a vague or weak discussion. Statements are very general or irrelevant to the question. The student cites Latin, but with only limited comprehension of the Latin in context or fails to cite any Latin at all.
- 1** The student understands the question, but presents no 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 student may fail to cite any Latin or may only provide individual Latin words randomly selected.
- 0** The student gives a response that is totally irrelevant, totally incorrect, or merely restates the question. The student demonstrates no understanding of the Latin in context.
- A blank space or off task answer (e.g., drawing, personal letters, etc.)

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**Question LL10**

**8 points total**

1. **1 point each = 2 points**

Daphne's father wants her to marry but she hates the idea

OR

He wants grandchildren and a son-in-law but she hates the idea of marriage.

2. **1 point**

simile : *velut crimen*

OR

metonymy : *taedas (iugales)*

OR

synchysis (interlocking word order): *illa ... taedas exosa iugales*

OR

synchysis: *pulchra verecundo ... ora rubore*

3a. **1 point each = 2 points**

She blushes /"She had suffused her face with redness" (*suffuderat ora rubore*);

She clings to her father's neck /"clinging to her father's neck (with coaxing arms)" (*patris ... haerens cervice*)

3b. **1 point**

Perpetual /eternal virginity; that she remain unmarried

3c. **1 point**

Her (Diana's) father (Jupiter) granted her perpetual virginity /allowed her to remain unmarried

OR

Diana remained a virgin {some mention must be made of her virginity if remaining unmarried is not mentioned}

4. **1 point**

Her beauty /form /loveliness /charm etc.

OR

*decor* {i.e., just the Latin word may be given}

OR

*forma* {i.e., just the Latin word may be given}

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**Question LL11**

**9 points total. One half-point for each segment, rounding up to the next higher integer.**

1.      credibile est
2.      et te sensisse
3.      Cupidinis arcus
4.      signa tuere
5.      in me
6.      militiae ... tuae
7.      si quaeret
8.      quid agam
9.      dices
10.     [me] vivere
11.     spe noctis
12.     fert ... cera (notata)
13.     cetera (notata)
14.     blanda ... manu
15.     dum loquor
16.     hora fugit
17.     bene redde
18.     vacuae tabellas

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**Question LL11 (cont'd.)**

1. *credibile est*: It is believable /credible
2. *et*: even /also /too  
*te sensisse*: (that) you (have) felt /sensed
3. *Cupidinis*: of Cupid /Love /Cupid's /Love's {must be construed with *arcus*}  
*arcus*: the bows {must be plural}
4. *signa*: signs /(military) standard(s) /signals  
*tuere*: (you) observe the signs; (you) guard /protect /watch {indicative or imperative}
5. *in me*: in me /against me
6. *militiae ... tuae*: of your (military) service /campaign /soldiery /military {must be construed with *signa*}
7. *si quaeret*: If she asks /will ask /seeks
8. *quid agam*: how /what I am doing; how I am
9. *dices*: you will say /tell (her) {must be future}
10. [*me*] *vivere*: (that) I am living /am alive /live
11. *spe noctis*: in /with /because of /for the hope of the night
12. *fert*: bears /carries /brings; is bearing ,etc.  
*cera*: The wax (tablet) {must be subject of *fert*}  
*notata*: (having been) marked/ written /noted /inscribed {may be construed with *cera* or with *cetera*}
13. *cetera (notata)*: the rest /(the) other things {must be direct object of *fert*}
14. *blanda*: flattering /coaxing /charming /blandishing  
*manu*: with /by a /(my) hand {must indicate an ablative}
15. *dum*: While /even as {not "until"}  
*loquor*: I speak /talk /am speaking /talking
16. *hora*: the hour /time  
*fugit*: flees /flies /is fleeing, etc.
17. *bene*: well /in a good manner /nicely {may be construed with *redde* or with *vacuae*} {"quite" is acceptable if *bene* is taken with *vacuae*}  
*redde*: (you) take (back) /give (back) /deliver /return /bring (back) /render
18. *vacuae (bene)*: to her /my mistress (when she is) /(who is) at leisure /free /unoccupied; to (my) free /unoccupied mistress {must be indirect object}  
*tabellas*: the tablets {must be direct object of *redde*}

**AP® LATIN LITERATURE  
2004 SCORING GUIDELINES**

**Question LL12**

- 6** An excellent, well-organized essay, making liberal use of specific appropriate references from the Latin text throughout the passages, properly cited, to discuss the characterization of Baucis and Philemon in Passage A and how Passage B reinforces it. 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 characterization of Baucis and Philemon in Passage A and how Passage B reinforces it. The discussion is either not as sophisticated or well-developed as a “6,” or not quite as well-supported with textual references from throughout the passages. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passages.
- 4** An adequate essay reflecting a basic understanding of the characterization of Baucis and Philemon in Passage A and how Passage B reinforces it. The discussion may be more descriptive than analytical, or may be uneven. The Latin references, although perhaps scanty, are specific, accurate, and relevant.
- 3** A limited response, which lacks adequate discussion of the characterization of Baucis and Philemon in Passage A and how Passage B reinforces it. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. The answer tends to rely on description. Alternately, the student may write a good essay reflecting knowledge of the passages, but deal with only one passage, or may fail to cite any Latin to support the answer.
- 2** The student recognizes the passages, but presents a vague or weak discussion. Statements are very general or irrelevant to the question. The student cites Latin, but with only limited comprehension of the Latin in context or fails to cite any Latin at all.
- 1** The student understands the question, but presents no meaningful discussion derived from the passages. 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 student may fail to cite any Latin or may only provide individual Latin words randomly selected.
- 0** The student gives a response that is totally irrelevant, totally incorrect, or merely restates the question. The student demonstrates no understanding of the Latin in context.
- A blank space or off task answer (e.g., drawing, personal letters, etc.)