

AP[®] LATIN LITERATURE 2007 SCORING GUIDELINES

Question LL10

- 6** This is an excellent, well-organized essay. It makes liberal use of specific, appropriate references from the Latin text throughout the passage, properly cited. These references support the discussion of the poet's strategy and whether or not this strategy is persuasive. 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** This is a good, strong essay with a discerning discussion of the poet's strategy and whether or not this strategy is persuasive. 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** This is an adequate essay with some accurate discussion of the poet's strategy and whether or not this strategy is persuasive. The essay may be uneven, with more on the poet's strategy than on whether it is persuasive; or it may be more descriptive than analytical. The Latin references may be scanty, but are specific, accurate, and relevant.
- 3** This is a limited response that lacks adequate discussion of the poet's strategy and whether or not this strategy is persuasive. The answer tends to rely on description or may address only the poet's strategy. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. Alternatively, 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 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. 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.
- This is a blank space or off-task answer (e.g., drawing, personal letter).

Ovid's strategy in persuading his love is one of honesty. He is honest about his faults as well as his strengths, and lays it all before ~~his love~~ ~~from~~ the object of his affection.

Ovid begins by offering himself to her, not as a husband, but as a servant. He says, "receive, ~~through long years~~ ~~years~~ he who may serve you through long years." (Accipe... annos). By immediately putting himself in a subordinate role, Ovid is offering ~~the~~ the most precious gift he can, himself. He goes on to say that he knows how to love with pure faith (qui... fide), indicating his ~~then~~ dedication to commitment. ~~the~~ Ovid's opening is very persuasive in that it demonstrates his overall commitment not to his own desires, but to the object of his affection. These are his strengths, and he effectively plays them up in order to create a desirable impression.

and lack of wealth
However, so as not to seem ~~to~~ insincere, Ovid goes on to discuss his faults. He discusses his lackluster ancestry, ~~says~~ saying that, "If great names of ancient ~~and~~ parents are not commended to me, if the fountains of our blood is equestrian, and ~~the~~ my field is not renewed by innumerable ploughs." ~~si~~ (Si... uatris). He is upfront about his ~~less than~~ less than amazing parentage and bankroll. ~~Ovid~~ This too is

LL10

Write in the box the number of the question you are answering on this page as it is designated in the exam.

10A₂

effective, as it emphasizes his honesty ~~and~~ even though it addresses his ~~to~~ less desirable qualities.

#

~~Ovid's~~

Ovid's ~~is~~ final move is to reemphasize his faithfulness and fidelity. He "1000 things do not please me," he says, "I am not a horse-jumper of love. You will be the cure for me ~~for all years~~ through the years if there is any faith." (*Non enim eris*). ~~Ovid's~~

Ovid will not jump around in love, but is dedicated to the object of his affection. He will love her, and ~~he~~ ~~remain~~ he continues to emphasize the permanence of his love. Such dedication is a very desirable quality, ~~although~~ and Ovid ~~has~~ does the right thing by emphasizing it. His strategy of honesty and sincerity is far more effective than ~~was~~ anything reputation or money could ever buy.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

LL10 10 B

Here Ovid is listing reasons and people that commend him to the object of his affections, as a strategy to convince her to give him a chance at wooing her.

He especially emphasizes his faithfulness and his ancestry though the latter is not quite as effective as the former since he himself says the founder of his family line was equestrian (*nostris sanctorum auctor eques*). This rank is not overly impressive.

In addition, he says that each frugal parent tempers the expenses (line 6). This fact could potentially deter the girl from accepting him if she is ~~as~~ ^{are} many women fond of spending money.

However, Ovid is faithful. He "knows to love with pure faith" (*pura nocit amare fides*). Faith commends him without reproach (*nulli cessura fides*). He is not a fickle in love (*non sum desultor amoris*). If he has faith an all-important concept to the Romans, then that should effect the girl he desires and would therefore in its emphasis be an effective strategy of convincing the girl to accept him even with his ancestry being just slightly lacking.

Apollo, the Muses, Bacchus and Cupid commend Ovid as well he says (*Phoebus comitesque novem vitisque rector...et...Amor*). Appealing ~~the~~ to both the gods and faith itself would be quite a good strategy towards a dutiful Roman. Indeed.

AP[®] LATIN LITERATURE 2007 SCORING COMMENTARY

Question LL10

Overview

This question allowed students to display their ability to analyze a Latin passage (Ovid *Amores* 1.3.5-16) by identifying the tactics employed by the poet in his attempt to persuade the object of his affection “to give him a chance” and by supporting their arguments with accurate Latin citations from throughout the passage.

Sample: 10A

Score: 5

This student writes a well-organized essay with a discerning discussion of both the poet’s strategy and its persuasiveness. The student not only makes skillful use of specific, appropriate references and accurate translations, but also shows a mature understanding of the nuance of the vocabulary the poet has chosen. For example, the second paragraph opens with: “Ovid begins by offering himself to her, not as a husband but as a servant” and proceeds to cite and translate the Latin. Recognizing that the poet is “putting himself in a subordinate role” shows sophistication. The student discusses the poet’s strategy of expressing commitment and socioeconomic standing yet neglects to write about either the poet’s talents (ll. 7–8) or character (ll. 9–10). In order to fully answer this question, at least one of those two items must be addressed.

Sample: 10B

Score: 4

This is an adequate essay with some discussion of both the poet’s strategy and its persuasiveness. The student shows understanding of the Latin in context in writing an accurate thesis and topic statements that support the thesis. The Latin chosen to support each topic statement is properly cited and accurately paraphrased. More discussion and analysis would have improved the score.

Sample: 10C

Score: 3

This essay relies mostly on description, and the discussion of the poet’s strategy and its persuasiveness is limited. It paraphrases and cites the Latin merely as support for a description of what the poet says. The lack of analysis prevents this essay from earning a score of 4.