

AP[®] LATIN LITERATURE 2008 SCORING GUIDELINES

Question LL4

- 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 a discussion of the ways in which Cicero makes his appeal for a favorable verdict persuasive. Occasional mistakes need not spoil the general impression of the essay. More important than the number of Latin citations are the quality and completeness of the discussion and the general coherence of the argument.
- 5** This is a good, strong essay with accurate discussion of the ways in which Cicero makes his appeal for a favorable verdict persuasive. The discussion is either not as sophisticated or well developed as that found in 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 accurate discussion of the ways in which Cicero makes his appeal for a favorable verdict persuasive. The essay may be more descriptive than analytical. The Latin references may be scanty, but they are specific, accurate, and relevant.
- 3** This is a limited response with an inadequate discussion of the ways in which Cicero makes his appeal for a favorable verdict persuasive. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. The answer tends to rely on description. 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).

Cicero attempts to overwhelm the jury by listing Archias' contributions in quick successions and painting a picture of a man with semidivine qualities. Having earlier mentioned that Ennius thinks poets holy, Cicero reminds the jury that Archias comes from "out of that number" (ex eo numero), "all [of whom] are held and thus said to be holy" (omnes... dicti). The reason the jurors should hold poets, and by inclusion Archias, in high esteem Cicero lays out in a tricolon crescens designed to impress the jury with its increasing importance: ~~Archias is someone~~ "who ~~was~~ always gave glory to you, ~~generals, the things of the Roman people having been carried out~~ who [always gave glory to] your generals, who [always etc.] the things of the Roman people having been carried out" (qui vos... ornavit). The anaphora and a syndeton make the list seem more awesome by "piling it on." Cicero counts "these recent ~~and~~ domestic dangers of mine and yours" (his... periculis), referring to the Catilinarian conspiracy, among the events ~~poets like Archias sing~~ about which poets like Archias sing. He ends with an appeal designed to put a personal burden upon the jurors: "[let it be] that [Archias] seem to have been lifted by your humanity rather than violated by [your] bitterness" (ut humanitate... videatur). This ~~was~~ was intended to make the jurors want to seem kind in the eyes of the people rather than unjust.

Cicero emphasizes the importance and the relevance of Archias' citizenship in order to persuade the judges. ~~By~~^{He} once again brings up Archias' talent, but this time says that ~~any~~ there ought to be not just human recommendation, but also divine is such great talent (non...esse). His genius is so great, it's obvious that the gods would want him to be a citizen as well as everyone else.

He also says that Archias always adorned their generals and the accomplishments of the Roman people (vestros...ornavit). His work has ~~not~~ added to the ^{glory} ~~the~~ of Rome, and he has accordingly been faithful to the city and the people. Cicero emphasizes how ~~important~~ much Archias has been a part of Rome and therefore ^{how} deserving of his citizenship he is.

Aside from that, he is of the number who are always thus held and said to be sacred ^(ex...dictis). It is the common opinion, according to Cicero, that everyone thinks Archias ^{is among} ~~is~~ the most worthy people. He emphasizes the general opinion ~~is~~ in hopes that judges will be swayed by a majority position.

Because of these qualities of Archias, the judges would seem civilized if they accepted Archias into their faith rather than denying Archias (In 5-6). Cicero appeals to the judges directly and ~~makes it~~ tells them to make a decision.

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

LL 4

4B₂

that will make them seem just instead of cruel. By showing Archias' personal traits, the opinion of the people, and the effect he has had on Rome, he adds many persuasive facets to his argument.

LL4

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

4C

Cicero, in his appeal to the ^{jurors} ~~jurors~~ for a favorable verdict, chiefly appeals to the jurors' sense of pride. He cites respected historical figures, (Emperors) "impratores," the "populi Romani," (^{people} ~~people~~ of Rome), and the jurors themselves, "vos," as having approved that praise be given ("testimonium laudis daturum esse profiteretur") Ln. 4 ("commendatio debet esse") Ln. 2, to one "in tantis ingeniis," in so great a talent.

By the example of ~~emperor~~ ^{talent} emperors respecting talent so their greatness might be testified by one with ~~talent~~, Cicero tries to call the jurors' minds back to the greatness of ~~emperor~~ emperors. If they refuse Archias, they refuse that which the great emperors sought.

He also ~~is~~ cites the Roman people. Not only do the jurors have the desire to preserve the glory of the Roman people via a paragonist like Archias, Cicero also knows that they will want to do the will of the people; The people want their glory recorded. Cicero makes a sort of ad populum appeal to the jurors.

Finally, Cicero points out that the jurors themselves want to be praised. Who better to record their greatness than a poet like Archias? By making this appeal, Cicero is trying to convince the jurors that ^{to deny} ~~denying~~ Archias is to deny what they really want: glory.

AP[®] LATIN LITERATURE
2008 SCORING COMMENTARY

Question LL4

Overview

The question was primarily designed to evaluate students' ability to analyze a brief passage from Cicero's *Pro Archia* (12. 31) by asking them to discuss the ways in which Cicero makes his appeal to the jurors persuasive. Students were required to support their arguments with accurate Latin citations from throughout the passage.

Sample: 4A

Score: 5

This is a strong essay demonstrating that the student has control of the text and is able to make and support arguments based on an accurate reading of it. The essay cites the Latin correctly and competently from throughout the passage and uses figures of speech (asyndeton, tricolon, anaphora) to good effect in defending the student's judgment. This is a very clear, concise essay of the "say something . . . say why" model. With deeper analysis, it could easily have risen to a score of 6.

Sample: 4B

Score: 4

This essay indicates that the student is largely in control of the Latin. The student presents and defends judgments in a logical and clear way. The first citation ("*non . . . esse*") is misunderstood because of neglecting the conditional *si*, and the citation of the segment *ex eo numero . . . dicti* is not accurate and leads to a misuse of that segment in support of the argument.

Sample: 4C

Score: 2

The student clearly recognizes the passage and makes an attempt to work through it with good Latin support. As a result, the essay does include some accurate information; more than occasionally, though, the Latin is mistranslated or not properly paraphrased (the citation of "*imperatores*," for example, approving the praise of Archias). Often, Latin citation is simply lacking (see paragraphs two, three, and four of the response). The student also makes statements that are not based on an accurate reading of the text. A relatively minor point is that the student seems to think that the passage is set during the imperial period (the essay repeatedly refers to "emperors").