



AP[®] Latin Literature 2008 Scoring Guidelines

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AP[®] LATIN LITERATURE 2008 SCORING GUIDELINES

Question LL1

Translation:

Septimius said (says), holding his love, Acme, on his lap, "My Acme, if I don't love you ruinously and (if) hereafter I am not prepared to love you constantly (through) all (the) years, as much as (one) who is able to perish (with love) the most (of all), may I alone, in Libya and parched India, come face-to-face with a gray-eyed lion." As he said this, Love sneezed approval, on the left as before on the right.

18 points total:

1. *Acmen suos amores*
2. *Septimius inquit*
3. *tenens in gremio*
4. *Mea ... Acme*
5. *ni te perdit amo*
6. *atque sum paratus*
7. *amare assidue*
8. *porro omnes annos*
9. *quantum qui*
10. *pote plurimum perire*
11. *solus veniam*
12. *in Libya*
13. *Indiaque tosta*
14. *obvius caesio leoni*
15. *Hoc ut dixit*
16. *Amor sternuit approbationem*
17. *sinistra ... dextra*
18. *ut ante*

Acceptable Translations:

1. *Acmen*: Acme
suos amores: his love/lover/loves/beloved/mistress/girlfriend [must be construed with *Acmen* as direct object of *tenens*]
2. *Septimius*: Septimius [must be used nominatively]
inquit: says (said)
3. *tenens*: holding [must modify *Septimius*]
in gremio: on/in (his) lap
4. *Mea ... Acme*: my Acme [must be vocative]
5. *ni*: unless; if ... not
te amo: I love you
perdit: hopelessly/desperately/excessively/ruinously/with abandon/recklessly/to destruction/to desperation/to death
6. *atque*: and
sum paratus: I am prepared/ready; I was made ready/readied; I was prepared; I have been made ready/readied; I have been prepared
7. *amare*: to love (you) [must depend on *paratus*]
assidue: constantly/continuously/perpetually/continually/assiduously [must modify *amare*]
8. *porro*: henceforth/in time to come/in the future
omnes annos: (for) all (my/the) years [must represent duration of time]
9. *quantum*: as much as
qui: (he/one) who

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Question LL1 (continued)

10. *pote*: can/is able
plurimum: (the) most (of all)/very much/to the greatest extent [must be adverbial and reflect superlative degree]
perire: to perish (for love)/to die (for love)/to love to death/to love to destruction/to love madly [must depend on *pote*]
11. *solus*: alone/by myself
veniam: may I come/let me come/I shall come
12. *in Libya*: in Libya
13. *Indiaque tosta*: and toasted/parched/baked/scorched/burnt/roasted India
14. *obvius*: face-to-face with/to meet/upon/in the way of/against/up against [must modify subject of *veniam*]
caesio: gray/blue/green (-eyed) [must modify *leoni*]
leoni: lion [must depend on *obvius*]
15. *Hoc ut dixit*: as/when he said this
16. *Amor*: Love/Amor/Cupid
sternuit: sneezed
approbationem: (his) approval/approbation [must be object of *sternuit*]
17. *sinistra*: on the left
dextra: on the right
18. *ut*: as
ante: before/previously

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Question LL2

- 6** This is an excellent, well-organized essay. It makes liberal use of specific, appropriate references from the Latin text throughout both passages, properly cited. These references support a discussion that compares and contrasts the ways in which Catullus expresses his grief. 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 a discerning discussion that compares and contrasts the ways in which Catullus expresses his grief. 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 both passages. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passages.
- 4** This is an adequate essay with some accurate discussion comparing and contrasting the ways in which Catullus expresses his grief. The discussion may be uneven, focusing more on one passage than on the other, or it 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 that lacks adequate discussion comparing and contrasting the ways in which Catullus expresses his grief, or which adequately discusses only one of the passages. The answer tends to rely on description. 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 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. 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).

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Question LL3

- 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 how Ariadne emphasizes what is so wrong about Theseus's actions. 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 a discerning discussion of how Ariadne emphasizes what is so wrong about Theseus' actions. 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 poem.
- 4** This is an adequate essay with some accurate discussion of how Ariadne emphasizes what is so wrong about Theseus's actions. The discussion may be uneven, or it 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 that lacks adequate discussion of how Ariadne emphasizes what is so wrong about Theseus's actions. The answer tends to rely on description. 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 poem but fail to cite any Latin to support the answer.
- 2** The student recognizes the poem but presents a vague or weak discussion. Statements are very general or irrelevant to the question. The student cites Latin, but only with 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 poem. 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 of the passage. 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

- 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.
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Question LL5

Translation:

Moreover, how great is the force of friendship can be understood especially from this: that from the unlimited society of the human race, which nature herself has brought together, the matter has been so constricted and drawn into a narrow (scope) that all affection is joined either between two or among few.

18 points total:

1. Quanta autem
2. vis amicitiae
3. sit
4. ex hoc intellegi
5. maxime potest
6. quod
7. ex infinita societate
8. generis humani
9. quam conciliavit
10. ipsa natura
11. ita ut
12. contracta res est
13. et adducta in angustum
14. omnis caritas
15. aut ... aut
16. inter duos
17. inter paucos
18. iungeretur

Acceptable Translations:

1. *Quanta*: how great/how large/how much [must be nominative, construed with *vis*]
autem: moreover/and yet/ but/however/and/also
2. *vis*: (the) power/force/might/strength
amicitiae: of friendship/in friendship/to friendship [must depend on *vis*]
3. *sit*: is/may be [should reflect indirect question]
4. *ex hoc*: from this/the following (thing/fact)
intellegi: (to) be understood [must depend on *potest*]
5. *maxime*: best/most/especially
potest: can/is possible/is able
6. *quod*: (the fact) that/because
7. *ex*: from/out of
infinita: (the) unlimited/limitless/infinite/endless/unbounded [must modify *societate*]
societate: community/fellowship/society/bond [must be object of *ex*]
8. *generis*: race/family/kind [must be genitive and depend on *societate*]
humani: human/of man/of mankind [must modify *generis*]
9. *quam*: which/that [must be object of *conciliavit*]
conciliavit: (has) united/brought together/joined/brought about/reconciled
10. *ipsa natura*: nature herself/itself; this very nature [must be subject of *conciliavit*]
11. *ita*: so/in such a way/thus
ut: that
12. *contracta ... est*: was/has been contracted/constricted/narrowed/compressed/drawn in/limited
res: the thing/the matter/the situation [must be subject of *contracta est*]

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Question LL5 (continued)

13. *et*: and
adducta in angustum: drawn/pulled into (a) narrow/small/confined (space); into a restricted sphere; narrowed down/reduced/compressed/restricted/concentrated [must be parallel to *contracta est*]
14. *omnis*: all/every [must modify *caritas*]
caritas: affection/loving esteem/dearness/love [must be subject of *iungeretur*]
15. *aut ... aut*: either ... or
16. *inter*: among, between
duos: two (men) (people) (individuals) [must be object of *inter*]
17. *inter*: among/between
paucos: (a) few (men) (people) (individuals) [must be object of *inter*]
18. *iungeretur*: was/is joined/linked/yoked/put together/united/bonded [reflecting a result clause];
would/might be joined/linked/put together/united/bonded [reflecting a purpose clause]

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Question LL6

1(a). **1 point**

- *fructus*: profit/benefit/usefulness/enjoyment/advantage/reward/fruit(s)
- *delectatio*: delight/pleasure

1(b). **1 point**

Any one of the following:

- (it affords) relaxation (of mind) (*remissionem [animi]*)
- of the most humane kind (“very much characteristic of a human being”)/polite/refined/learned/civilized
- most appropriate to free people (“especially of a free human being”)/noble/gentlemanly

2. **1 point**

- anaphora OR polysyndeton: *neque ... neque ... neque*
- tricolon: *neque temporum/neque aetatum omnium/neque locorum*

3. **1 point**

They are not suitable for all times/occasions or ages or places

4. **2 points (1 point each)**

Any two of the following:

- *adulescentiam acuunt*: they sharpen youth (the youthful mind); invigorate youth; excite youth
- *senectutem oblectant*: they give delight to old age; amuse old age; please the old
- *secundas res ornant*: they enhance fortunate circumstances; adorn success
- *adversis perfugium ac solacium praebent*: they provide relief and solace/refuge and comfort in adverse times

5. **2 points (1 point each)**

Any two of the following:

- at home
- out of doors/in public
- late at night
- traveling/abroad
- in the country

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Question LL7

- 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 how the poet feels about the dinner and why his preparations are appropriate to those feelings. 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 a discerning discussion of how the poet feels about the dinner and why his preparations are appropriate to those feelings. 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 some accurate discussion of how the poet feels about the dinner and why his preparations are appropriate to those feelings. The discussion may be uneven, focusing mainly on either the poet’s feelings, his preparations, or the relevance of his preparations; alternatively, it 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 that lacks adequate discussion of how the poet feels about the dinner and why his preparations are appropriate to those feelings. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. The answer is uneven, focusing mainly on either the poet’s feelings, his preparations, or the relevance of his preparations, or it 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.
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Question LL8

Translation:

“If I know myself well, you will not make Viscus a friend of more value, not Varius: for who could write more verses than I—or more quickly? Who (could) move (his) limbs more flexibly? Even Hermogenes would envy what I sing.” This was a place for interrupting: “Do you have a mother, relatives, for whom there is need of you safe?”

18 points total:

1. Si bene me novi
2. non Viscum non Varium
3. pluris facies
4. amicum
5. nam quis possit
6. me plures
7. scribere versus
8. aut citius
9. Quis membra movere
10. mollius
11. Invideat et Hermogenes
12. quod ego canto
13. Interpellandi
14. locus hic erat
15. est tibi mater,
16. cognati
17. quis est opus
18. te salvo

Acceptable Translations:

1. *Si*: if
bene: well [modifies *novi*]
me: myself [object of *novi*]
novi: I know/I have gotten to know
2. *non Viscum non Varium*: not Viscus not Varius [both objects of *facies*]
3. *pluris facies*: you will consider/you will make/you will regard of more worth/of more value/more valuable; you will value/esteem more/more highly [must be future indicative]
4. *amicum*: (as) (a) friend [must be accusative following *facies*]
5. *nam*: for
quis: who [subject of *possit*]
possit: could/would be able [must be potential subjunctive; may/might also acceptable]
6. *me*: than me/than I (can) [must represent ablative of comparison]
plures: more
7. *scribere*: write [must depend on *possit*]
versus: verses/lines (of verse) [must be object of *scribere*]
8. *aut*: or
citius: more quickly/quicker/faster/more swiftly [must be comparative adverb]
9. *Quis*: who
membra: (his/their) limbs/arms/legs [object of *movere*]
movere: move/to move [depends on *possit*]
10. *mollius*: more gently/more flexibly/more supplely/more delicately/more gracefully/more fluidly [must be comparative adverb]

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Question LL8 (continued)

11. *Invideat*: would envy/be envious of; let (Hermogenes) envy/be envious of; may (Hermogenes) envy/be envious of [must be potential subjunctive]
et: even/and/also/too
Hermogenes: Hermogenes [must be subject of *invideat*]
12. *quod*: what/(that) which/the fact that/because
ego: I
canto: sing
13. *Interpellandi*: of/for interrupting [must depend on *locus*]
14. *locus*: (a/the) place/(an) opportunity
hic: here/this [agrees with *locus*]
erat: was
15. *est*: is (there)
tibi: to you/for you
mater: (a) mother [subject of *est*]; alternatively, do you have a mother?
16. *cognati*: relatives, relations [must be parallel to *mater*]
17. *quis est opus*: for whom there is a need/who need/for whom it is necessary
18. *te salvo*: (for) you (to be) safe/sound/healthy; that you be safe/sound/healthy [must be appropriate for choice of translation of *opus est*]

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Question LL9

1. **1 point**
Any two of the following:
- wine
 - perfume/unguents/oil
 - flowers/roses
2. **2 points**
Any two of the following:
- *dum res ... patiuntur*: finances/circumstances/affairs permit it; he has enough money
 - *et aetas (patiuntur)*: age permits; he is young enough
 - *et sororum fila trium (patiuntur) atra*: the dark thread of the three sisters permit; fate
- 3(a). **1 point**
Any two of the following:
- groves
 - house/home
 - country house/farm
 - heaped-up wealth/riches
- 3(b). **1 point**
The heir will acquire them
4. **1 point**
synchesis: ***dives**ne prisco **natus** ab Inacho*
- 5(a). **1 point**
lineage/status; wealth versus poverty
- 5(b). **1 point**
They will all die; They are all victims of Orcus

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Question LL10

- 6** This is an excellent, well-organized essay. It makes liberal use of specific, appropriate references from the Latin text throughout both passages, properly cited. These references support the discussion of the ways in which the poet characterizes the two different loves. 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 a discerning discussion of the ways in which the poet characterizes the two different loves. 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 both passages. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passages.
- 4** This is an adequate essay with some accurate discussion of the ways in which the poet characterizes the two different loves. The essay may be uneven, with more on the characterization of one love than the other, or it 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 that lacks adequate discussion of the ways in which the poet characterizes the two different loves. The answer tends to rely on description or may address only one passage. 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 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. 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.
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Question LL11

Translation:

There was a single goose, the guardian of the very small country house, whom his masters were preparing to slaughter for the gods, their guests. He, swift of wing, exhausts (them) slow with age, and evades (them) for a long time, and at last he is seen to have fled to the gods themselves. The gods forbade (him) to be killed, and said, "We are gods; and (your) impious neighborhood will pay deserved penalties."

18 points total:

1. Unicus anser erat
2. custodia
3. minimae villae
4. quem domini
5. mactare parabant
6. dis hospitibus
7. ille celer penna
8. tardos aetate
9. fatigat eluditque diu
10. tandemque
11. est visus
12. ad ipsos deos
13. confugisse
14. Superi vetuere necari
15. -que dixerunt
16. Di sumus
17. meritasque luet poenas
18. vicinia impia

Acceptable Translations:

1. *Unicus*: (a) single/sole/one and only/unique/one [must modify *anser*]
anser: goose [must be subject of *erat*]
erat: (there) was
2. *custodia*: guard/sentinel/protection/guardian [must be in apposition to *anser*]
3. *minimae*: very small/smallest [must modify *villae*, must reflect superlative]
villae: of/for (the/their) farmhouse/(country) house/farm/villa [must depend on *custodia*]
4. *quem*: whom/which/that [must be object of *mactare*]
domini: (its/his) masters/owners [must be subject of *parabant*]
5. *mactare*: to slaughter/to kill/to sacrifice [must depend on *parabant*]
parabant: were preparing; were getting ready/prepared
6. *dis*: for the gods [must reflect dative]
hospitibus: (their) guests [must be parallel to *dis*]
7. *ille*: he/it/that one [must be subject of *fatigat eluditque*]
celer: swift/fast [must modify *ille*]
penna: of feather/of wing/of flight; with (its) wing(s)/feather(s); in (its) flight [translation must reflect ablative and must construe with either *celer* or *fatigat*]
8. *tardos*: (them) slow/(the) slow (ones) [must be object of *fatigat eluditque*]
aetate: with/because of age/old age [must reflect ablative and must construe with *tardos*]
9. *fatigat*: wears out/exhausts/wears down
eludit: eludes/evades/escapes [must both be same tense; historical present acceptable]
-que: and
diu: for a long time

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Question LL11 (continued)

10. *tandem*: finally/at last/and eventually
-*que*: and
11. *est visus*: it seemed/it was seen/it appeared [must reflect the perfect tense; must refer to *anser*]
12. *ad*: to/toward/near/by/in [if *confugisse* is translated “to have taken refuge”]
ipsos: themselves/the very [must modify *deos*]
deos: gods/divinities [must be object of *ad*]
13. *confugisse*: to have fled/to have taken refuge [must be perfect tense and depend on *est visus*]
14. *Superi*: the gods (above) [must be subject of *vetuere*]
vetuere: forbade/did not permit/denied
necari: (it) to be killed/slaughtered [must depend on *vetuere*]
15. -*que*: and
dixerunt: (they) said [translation must reflect that *superi* is the subject]
16. *Di*: gods/divinities [must be predicate nominative with *sumus*]
sumus: we are
17. *meritas*: deserved/earned/just/worthy [must modify *poenas*]
-*que*: and
luet: will pay; will suffer/undergo
poenas: penalty/penalties/punishment(s) [must be object of *luet*]
18. *vicinia*: neighborhood/neighbors [must be subject of *luet*]
impia: impious/wicked/ungodly [must modify *vicinia*]

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2008 SCORING GUIDELINES**

Question LL12

1. **2 points (1 point each)**

Any two of the following:

- *non mihi mille placent*: I do not like a lot of women; a thousand do not please me; I am not pleased by 1,000 women
- *non sum desultor amoris*: I am not an acrobat/horse-jumper/circus-rider/leaper of love; I am not a fickle lover
- *mihi ... cura perennis eris*: you will be an everlasting/eternal care for me; I will always care about you; I will always take care of you; you will be my unceasing love/object of care

2. **2 points (1 point each)**

- to live with you; that they live together
- to die with you grieving (i.e., to predecease her)

3. **1 point**

tē mihi | māterī|em felīcem in | carmīna | praebē

4. **1 point**

chiasmus: **causa carmina digna sua** (A B B A)

5(a). **1 point**

Leda (or description of the myth)

5(b). **1 point**

in song; through poetry/legend