



LATIN: VERGIL

Course Description

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The College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,600 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information visit www.collegeboard.com.

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

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Welcome to the AP® Program

For over 50 years, the College Board's Advanced Placement Program (AP) has partnered with colleges, universities, and high schools to provide students with the opportunity to take college-level course work and exams while still in high school. Offering more than 30 different subjects, each culminating in a rigorous exam, AP provides motivated and academically prepared students with the opportunity to earn college credit or placement and helps them stand out in the college admissions process. Taught by dedicated, passionate AP teachers who bring cutting-edge content knowledge and expert teaching skills to the classroom, AP courses help students develop the study skills, habits of mind, and critical thinking skills that they will need in college.

AP is accepted by more than 3,600 colleges and universities worldwide for college credit, advanced placement, or both on the basis of successful AP Exam grades. This includes over 90 percent of four-year institutions in the United States.

More information about the AP Program is available at the back of this Course Description and at AP Central®, the College Board's online home for AP teachers (apcentral.collegeboard.com). Students can find more information at the AP student site (www.collegeboard.com/apstudents).

AP Courses

More than 30 AP courses in a wide variety of subject areas are now available. A committee of college faculty and master AP teachers designs each AP course to cover the information, skills, and assignments found in the corresponding college course.

AP Exams

Each AP course has a corresponding exam that participating schools worldwide administer in May. Except for AP Studio Art, which is a portfolio assessment, each AP Exam contains a free-response section (essays, problem solving, oral responses, etc.) as well as multiple-choice questions.

Written by a committee of college and university faculty and experienced AP teachers, the AP Exam is the culmination of the AP course and provides students with the opportunity to earn credit and/or placement in college. Exams are scored by college professors and experienced AP teachers using scoring standards developed by the committee.

AP Course Audit

The intent of the AP Course Audit is to provide secondary and higher education constituents with the assurance that an "AP" designation on a student's transcript is credible, meaning the AP Program has authorized a course that has met or exceeded the curricular requirements and classroom resources that demonstrate the academic rigor of a comparable college course. To receive authorization from the College Board to label a course "AP," teachers must participate in the AP Course Audit. Courses authorized to use the "AP" designation are listed in the AP Course Ledger made available to colleges and universities each fall. It is the school's responsibility to ensure that its AP Course Ledger entry accurately reflects the AP courses offered within each academic year.

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

Complete information about the AP Course Audit is available at www.collegeboard.com/apcourseaudit.

AP Reading

AP Exams—with the exception of AP Studio Art, which is a portfolio assessment—consist of dozens of multiple-choice questions scored by machine, and free-response questions scored at the annual AP Reading by thousands of college faculty and expert AP teachers. AP Readers use scoring standards developed by college and university faculty who teach the corresponding college course. The AP Reading offers educators both significant professional development and the opportunity to network with colleagues. For more information about the AP Reading, or to apply to serve as a Reader, visit apcentral.collegeboard.com/readers.

AP Exam Grades

The Readers’ scores on the free-response questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a grade on AP’s 5-point scale:

AP GRADE	QUALIFICATION
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

AP Exam grades of 5 are equivalent to A grades in the corresponding college course. AP Exam grades of 4 are equivalent to grades of A–, B+, and B in college. AP Exam grades of 3 are equivalent to grades of B–, C+, and C in college.

Credit and Placement for AP Grades

Thousands of four-year colleges grant credit, placement, or both for qualifying AP Exam grades because these grades represent a level of achievement equivalent to that of students who have taken the corresponding college course. This college-level equivalency is ensured through several AP Program processes:

- College faculty are involved in course and exam development and other AP activities. Currently, college faculty:
 - Serve as chairs and members of the committees that develop the Course Descriptions and exams in each AP course.
 - Are responsible for standard setting and are involved in the evaluation of student responses at the AP Reading. The Chief Reader for each AP subject is a college faculty member.
 - Lead professional development seminars for new and experienced AP teachers.
 - Serve as the senior reviewers in the annual AP Course Audit, ensuring AP teachers' syllabi meet the curriculum guidelines of college-level courses.
- AP courses and exams are reviewed and updated regularly based on the results of curriculum surveys at up to 200 colleges and universities, collaborations among the College Board and key educational and disciplinary organizations, and the interactions of committee members with professional organizations in their discipline.
- Periodic college comparability studies are undertaken in which the performance of college students on AP Exams is compared with that of AP students to confirm that the AP grade scale of 1 to 5 is properly aligned with current college standards.

For more information about the role of colleges and universities in the AP Program, visit the Higher Ed Services section of the College Board Web site at professionals.collegeboard.com/higher-ed.

Setting Credit and Placement Policies for AP Grades

The College Board Web site for education professionals has a section specifically for colleges and universities that provides guidance in setting AP credit and placement policies. Additional resources, including links to AP research studies, released exam questions, and sample student responses at varying levels of achievement for each AP Exam are also available. Visit professionals.collegeboard.com/higher-ed/placement/ap.

The "AP Credit Policy Info" online search tool provides links to credit and placement policies at more than 1,000 colleges and universities. This tool helps students find the credit hours and/or advanced placement they may receive for qualifying exam grades within each AP subject at a specified institution. AP Credit Policy Info is available at www.collegeboard.com/ap/creditpolicy.

AP Latin: Vergil

INTRODUCTION

The aims of the AP Latin: Vergil course are in general conformity with college Latin studies in the fourth through sixth semesters. As in all such courses at this level, the basic objective is progress in reading, translating, understanding, analyzing, and interpreting Latin.

This book is intended as an aid to teachers in planning courses and in helping students prepare for the exam. The work selected is frequently studied in comparable college courses. The AP Latin Development Committee notes that many colleges allot a single semester at this level to a partial reading of the *Aeneid*, while others devote an entire year to more extensive reading.

In the course, as in the parallel courses at colleges, students are expected to be able to translate accurately from Latin into English the poetry they are reading and to demonstrate a grasp of grammatical structures and vocabulary. Since the appreciation of Latin literature requires an understanding of the literary techniques of Latin writers and of poetic meters when appropriate, stylistic analysis is an integral part of the advanced work in the course. In addition, the AP Latin: Vergil course includes the study of the cultural, social, and political context of the literature on the syllabus.

The annual exam has a 60-minute multiple-choice section that contains three passages to be read at sight as well as one syllabus-based passage on the *Aeneid*. The free-response section for the course measures a student's ability to comprehend, translate, analyze, and interpret the literature read in the course. The free-response section is 2 hours long, including a 15-minute reading period and 1 hour and 45 minutes of actual writing time. Thus students are given 3 hours to finish the exam.

The AP Central Web site (apcentral.collegeboard.com) offers a wealth of resource material for the Latin teacher. It contains the *AP Latin Course Description*, sample syllabi, and the Vergil course home page. The course home page has the most recent course and exam information, as well as feature articles specific to the course and the tutorial on multiple-choice item writing. The "Exam" section contains the complete repository of the 1999–2008 AP Latin: Vergil Exam free-response questions, as well as sample student essays and scoring guidelines. On the home page, the "Teacher Resources" link leads to a wealth of book reviews, teaching tips, and music and video teaching aids. There are about 60 reviewed items. The "Institutes and Workshops" tab opens to a schedule of all the most current one-day and weeklong AP workshops held across the country.

MULTIPLE-CHOICE SECTION: READING LATIN POETRY AND PROSE

The format of the multiple-choice section is as follows:

50 questions in 60 minutes

4 passages: 3 sight passages, at least 1 poetry and at least 1 prose
1 syllabus-based passage (from Vergil's *Aeneid*)

The questions on the Vergil passages test knowledge of grammar and syntax, reference, context, meter, and figures of speech as well as background knowledge. The meter question tests the hexameter line.

The greater the experience that students have with close reading at sight, the better their performance will be on this part of the exam. Unusual words are glossed. Significant long vowels (for example, ablative singular of the first declension) are indicated in the prose passages. Students will be asked to scan a hexameter line of the poetry sight passages. The ability to do so can also be an aid to translation.

The multiple-choice section, which is taken by all students taking the AP Latin Exam, includes approximately 50 questions in the following categories:

20–30%	(10–15 questions)	grammar and lexical questions
35–45%	(17–23 questions)	translation or interpretation of a phrase or sentence
2–5%	(1–3 questions)	metrics: i.e., scansion of the dactylic hexameter line
2–5%	(1–3 questions)	figures of speech
20–30%	(10–15 questions)	identification of allusions or references, recognition of words understood but unexpressed, explication of inferences to be drawn
2–5%	(1–3 questions)	background questions (on the Vergil passage only)

The following are sample questions and do not constitute a 60-minute exam. Answers to the multiple-choice questions are given on page 13. Additional passages and questions can be found in the Multiple-Choice Item Writing Tutorial on the Latin: Vergil home page on AP Central.

Sample Vergil Passage and Questions

The ghost of Hector visits Aeneas.

- In somnis, ecce, ante oculos maestissimus Hector
visus adesse mihi largosque effundere fletus,
raptatus bigis ut quondam, aterque cruento
Line pulvere perque pedes traiectus lora tumentes.
(5) Ei mihi, qualis erat, quantum mutatus ab illo
Hectore qui redit exuvias indutus Achilli
vel Danaum Phrygios iaculatus puppibus ignes!
Squalentem barbam et concretos sanguine crines
vulneraque illa gerens, quae circum plurima muros
(10) accepit patrios. Ultro flens ipse videbar
compellare virum et maestas expromere voces:
“O lux Dardaniae, spes O fidissima Teucrum,
quae tantae tenuere morae? Quibus Hector ab oris
exspectate venis? Ut te post multa tuorum
(15) funera, post varios hominumque urbisque labores
defessi aspicimus! Quae causa indigna serenos
foedavit vultus? Aut cur haec vulnera cerno?”

1. In line 2, *largos(que)* modifies
 - (A) *oculos* (line 1)
 - (B) *visus* (line 2)
 - (C) *fletus* (line 2)
 - (D) *bigis* (line 3)
2. In line 3, *ut* is translated
 - (A) so that
 - (B) as
 - (C) in order to
 - (D) that
3. The word *traiectus* (line 4) modifies
 - (A) *Hector* (line 1)
 - (B) *fletus* (line 2)
 - (C) *cruento* (line 3)
 - (D) *pedes* (line 4)

4. In line 4 (*perque . . . tumentes*), we learn that
 - (A) Hector's feet are wounded and swollen
 - (B) Hector pierced his enemy's feet
 - (C) Hector threw the reins at the fearful man's feet
 - (D) Once on foot, Hector threw down the reins

5. In line 6, the words *exuvias . . . Achilli* refer to the
 - (A) armor of Achilles worn by his comrade Patroclus
 - (B) mistreatment of Hector's corpse by Achilles
 - (C) armor worn by Achilles in his duel with Hector
 - (D) wounds inflicted upon Achilles by Hector

6. The case and number of *Danaum* (line 7) are
 - (A) accusative singular
 - (B) nominative singular
 - (C) accusative plural
 - (D) genitive plural

7. The word *quae* (line 9) refers to
 - (A) *barbam* (line 8)
 - (B) *sanguine* (line 8)
 - (C) *crines* (line 8)
 - (D) *vulnera* (line 9)

8. The metrical pattern of the first four feet of line 9 is
 - (A) dactyl-dactyl-spondee-spondee
 - (B) dactyl-spondee-spondee-spondee
 - (C) dactyl-spondee-spondee-dactyl
 - (D) spondee-dactyl-spondee-spondee

9. The words *muros . . . patrios* (lines 9–10) describe
 - (A) Alba Longa
 - (B) Pallanteum
 - (C) Carthage
 - (D) Troy

10. The clause *Utro flens ipse videbar compellare virum* (lines 10–11) is translated
 - (A) I myself seemed to address the man as he wept openly
 - (B) I myself advanced quickly to confront the man I was seeing
 - (C) Weeping spontaneously, I myself seemed to speak to the man
 - (D) Fleeing to the rear, I saw myself confronting the man

11. In line 12, Aeneas calls Hector *O lux Dardaniae* because he
 - (A) wore gleaming armor
 - (B) brought hope to the Greeks
 - (C) was the founder of Troy
 - (D) was the defender of the Trojans

12. The form of the word *tenuere* (line 13) is
 - (A) present infinitive
 - (B) perfect indicative
 - (C) present indicative
 - (D) perfect participle

13. In line 14, *expectate* is
 - (A) vocative
 - (B) imperative
 - (C) infinitive
 - (D) ablative

14. A figure of speech that appears in lines 14–15 (*Ut . . . labores*) is
 - (A) antithesis
 - (B) anaphora
 - (C) ecphrasis
 - (D) hendiadys

15. Why does Hector have the appearance that he does in lines 16–17 (*Quae . . . cerno*)?
 - (A) Vergil wants to forecast Hector’s death.
 - (B) Vergil wants to show the glory and beauty of Hector.
 - (C) Hector looked this way when he died.
 - (D) This passage imitates a scene in Homer’s *Odyssey*.

16. What do Aeneas and Hector have in common?
 - (A) Their father is Priam, king of Troy.
 - (B) They each have a divine parent.
 - (C) Their wives suffer because of the war.
 - (D) They both will found cities.

Sample Sight Passages and Questions

Questions 1–21

(Suggested time—25 minutes)

Directions: Read each of the following selections carefully for comprehension. Each selection is followed by a number of related questions and incomplete statements. Select the best answer or completion and fill in the corresponding oval on the answer sheet.

Cicero assesses his situation under Caesar's government.

De illo autem, quem penes¹ est omnis potestas, nihil video, quod timeam; nisi quod omnia sunt incerta, cum a iure discessum est;² nec praestari³ quidquam potest, quale futurum sit, quod positum est
Line in alterius voluntate, ne dicam libidine. Sed tamen eius ipsius nullā
 (5) re a me offensus est animus.⁴ Est enim adhibita in eā re ipsā summa a nobis moderatio. Ut enim olim arbitrabar, esse meum libere loqui, cuius operā⁵ esset in civitate libertas, sic, eā nunc amissā, nihil loqui, quod offendat aut illius aut eorum, qui ab illo diliguntur, voluntatem.

¹*penes* (+ acc.): in the possession of, belonging to

²*discessum est*: there has been a departure

³*praesto, -stare, -stiti, -stitum*: guarantee, promise

⁴*animus, -i, m.*: personal desire, will

⁵*opera, -ae, f.*: effort

- The main verb in *De illo . . . discessum est* (lines 1–2) is
 - est* (line 1)
 - video* (line 1)
 - sunt* (line 2)
 - discessum est* (line 2)
- The word *cum* (line 2) is translated
 - both
 - although
 - with
 - when
- The case of *libidine* (line 4) depends on
 - in* (line 4)
 - alterius* (line 4)
 - ne* (line 4)
 - dicam* (line 4)

4. From lines 1–4, *De . . . libidine*, we can infer that Cicero
 - (A) is disturbed about having to abandon the lawcourts
 - (B) believes Caesar has decided to treat him well
 - (C) harbors no fears about Caesar’s government
 - (D) is apprehensive because he cannot predict the future under Caesar

5. Which of the following is a literal translation of the sentence *Sed tamen . . . animus* (lines 4–5)?
 - (A) Nevertheless, my will has not been offended by anything coming from that man.
 - (B) But nevertheless, the will of that very man has been offended in no way by me.
 - (C) Nevertheless, nothing has offended the will of that very man, in my opinion.
 - (D) But nevertheless, nothing belonging to that man himself has offended my will.

6. The gender of *adhibita* (line 5) is determined by
 - (A) the second *re* (line 5)
 - (B) *ipsā* (line 5)
 - (C) *nobis* (line 6)
 - (D) *moderatio* (line 6)

7. From the words *Ut . . . libertas* (lines 6–7), we learn that Cicero
 - (A) used to think he could speak freely
 - (B) intends to speak freely
 - (C) credits Caesar with defending freedom of speech
 - (D) expected that Caesar would speak freely to him

8. The words *eā nunc amissā* (line 7) are best translated
 - (A) since this has now been lost
 - (B) now that she has been sent away
 - (C) these things must now be sent away
 - (D) now dismiss these things

9. The object of the infinitive *loqui* (line 7) is
 - (A) *libertas* (line 7)
 - (B) *nihil* (line 7)
 - (C) *eorum* (line 8)
 - (D) *voluntatem* (line 8)

10. The word *illo* (line 8) refers to the same person as
- (A) *nobis* (line 6)
 - (B) *cuius* (line 7)
 - (C) *illius* (line 8)
 - (D) *qui* (line 8)
11. From lines 6–8 (*Ut . . . voluntatem*), we learn that Cicero
- (A) resolves to be silent because he has offended Caesar and his men
 - (B) believes he has the right to offend Caesar and his followers if necessary
 - (C) thinks he should say nothing to displease Caesar and his favorites
 - (D) has sent away those who might prove offensive to Caesar and his supporters

In the midst of a violent volcanic eruption, most people are trying to save their belongings. But two brothers try instead to save their elderly parents.

- Amphinomus¹ fraterque pari sub munere² fortes
cum iam vicinis streperent incendia tectis,
aspiciunt pigrumque patrem matremque senecta³
Line eheu defessos posuisse in limine membra.
(5) Parcite avara manus,⁴ dites⁵ attollere praedas.⁶
illis divitiae solae materque paterque,
hanc rapiunt praedam mediumque exire per ignem
ipso dante fidem⁷ properant. O maxima rerum
et merito pietas homini tutissima⁸ virtus!
(10) Erubere⁹ pios iuvenes attingere flammae
et quacumque¹⁰ ferunt illi vestigia cedunt.

¹*Amphinomus*, -i, m.: name of one of the two brothers described in the passage

²*munus*, -eris, n.: task, duty

³*pigrum(que) . . . senecta*: “slowed because of old age”

⁴*avara manus*: treat as plural

⁵*dis, ditis*, adj.: rich

⁶*praeda*, -ae, f.: treasure, valuable possession

⁷*ipso dante fidem*: “(the fire) itself giving (them) confidence”

⁸*tutissima*: “most sure”

⁹*erubesco*, -ere: be ashamed (with the infinitive)

¹⁰*quacumque*: wherever

12. In line 1, *fortes* modifies
- (A) *Amphinomus fraterque* (line 1)
 - (B) *vicinis* (line 2)
 - (C) *incendia* (line 2)
 - (D) *tectis* (line 2)

13. Line 2 (*cum . . . tectis*) is translated
- (A) when the fire was already raging in the neighboring houses
 - (B) since the neighbors were now shouting that they were covered with flames
 - (C) when they saw the neighbors touched by fire
 - (D) since they had already shouted to the neighbors that the houses were covered by fire
14. The subject of *posuisse* (line 4) is
- (A) *Amphinomus fraterque* (line 1)
 - (B) *incendia* (line 2)
 - (C) *patrem matremque* (line 3)
 - (D) *membra* (line 4)
15. How many elisions occur in line 5 (*Parcite . . . praedas*)?
- (A) None
 - (B) One
 - (C) Two
 - (D) Three
16. The word *illis* (line 6) refers to the
- (A) brothers
 - (B) parents
 - (C) neighbors
 - (D) hands
17. The words *divitiae solae* (line 6) are translated
- (A) for the wealthy only
 - (B) lonely divinities
 - (C) only divine
 - (D) the only riches
18. From lines 7–8 (*hanc . . . properant*), we learn that the
- (A) boys are successful in saving their parents
 - (B) boys order their parents to seize the treasure
 - (C) parents expire in the middle of the fire
 - (D) fire seizes the parents in the middle of their prayers

19. Lines 8–9 (*O maxima . . . virtus*) contain an example of
- (A) apostrophe
 - (B) chiasmus
 - (C) synecdoche
 - (D) transferred epithet
20. The subject of *Erubuere* (line 10) is
- (A) *iuvenes* (line 10)
 - (B) *flammae* (line 10)
 - (C) *illi* (line 11)
 - (D) *vestigia* (line 11)
21. From lines 10–11 (*Erubuere . . . cedunt*), we learn that the
- (A) flames yielded wherever the young men went
 - (B) flames burned the young men
 - (C) young men followed the footsteps of their parents
 - (D) young men had to put down what they were carrying

Answers to the Multiple-Choice Questions

Vergil Questions

1 – C	4 – A	7 – D	10 – C	13 – A	16 – C
2 – B	5 – A	8 – A	11 – D	14 – B	
3 – A	6 – D	9 – D	12 – B	15 – C	

Questions on Sight Passages

1 – B	5 – B	9 – B	13 – A	17 – D	21 – A
2 – D	6 – D	10 – C	14 – C	18 – A	
3 – A	7 – A	11 – C	15 – B	19 – A	
4 – D	8 – A	12 – A	16 – A	20 – B	

THE COURSE

The AP Latin: Vergil Exam is designed to test the student's ability to read, translate, understand, analyze, and interpret the lines of the *Aeneid* that appear on the course syllabus in Latin.

Syllabus for the Exam

- Book 1: lines 1–519
- Book 2: lines 1–56, 199–297, 469–566, and 735–804
- Book 4: lines 1–448, 642–705
- Book 6: lines 1–211, 450–476, and 847–901
- Book 10: lines 420–509
- Book 12: lines 791–842, 887–952
- Total number of lines: 1,856

Familiarity with the content of Books 1 through 12 will also be tested.

Selections from the Mynors Oxford edition of Vergil's *Aeneid* appear on the exam. Note that consonantal *-u* is changed to *-v* and, in the case of *i*-stem nouns and adjectives, long *-is* is changed to *-es*. English rules for capitalization are followed. Punctuation on the exam may vary slightly from that in a given edition.

The following are not glossed:

- Alternate spellings resulting from assimilation of prefixes (e.g., *illepidum/inlepidum*)
- Words that may be written as one word or more than one word with the same meaning (e.g., *siqua/si qua, quemadmodum/quem ad modum*)
- Alternate spellings that are easily recognizable (e.g., *carta/charta*)

In cases where a variant spelling or a variant textual reading has a significant impact, glosses are provided. **Teachers are advised to consult the Oxford text in order to identify cases where the students' text may vary from it.**

The exam will test some or all of the following abilities:

1. to write a literal English translation of a Latin passage on the syllabus;
2. to identify and analyze characteristic or noteworthy features of the poet's mode of expression, including his use of word choice and placement, imagery, figures of speech, and metrical effects, as seen in specific passages;
3. to discuss particular motifs or general themes not only suggested by specific passages but also relevant to the poem as a whole;
4. to analyze characters or situations as portrayed in specific passages.

Critical appreciation of the *Aeneid* as poetry implies the ability to translate literally, analyze, interpret, read aloud with attention to pauses and phrasing, and scan the dactylic hexameter verse. Students should be given extensive practice in reading at sight and in translating literally.

Translation

The instructions for the translation questions, “translate as literally as possible,” call for a translation that is accurate and precise. In some cases an idiom may be translated in a way that makes sense in English but is rather loose compared with the Latin construction. In general, however, students should remember that:

- the tense, voice, number, and mood of verbs need to be translated literally;
- subject–verb agreement must be correct;
- participles should be rendered precisely with regard to tense and voice;
- ablative absolutes may be rendered literally or as subordinate clauses; however, the tense and number of the participle must be rendered accurately;
- historical present is acceptable as long as it is used consistently throughout the passage.

Writing Free-Response Essays

Some questions in the free-response section of the exam instruct the students to write either a short essay or a long essay that is “well developed.” In both instances, the students may be asked to

- interpret the text;
- analyze critical statements about the text;
- compare and contrast different aspects of the form, structure, or content of the text;
- evaluate some issue of importance relevant to the text.

Essays receiving the highest scores are analytical and interpretive rather than merely descriptive or narrative. In both types of essays, the students must refer specifically to the Latin throughout the passage or poem to support their statements. When students are asked to refer specifically to the Latin, they must write out the Latin and/or cite line numbers. They must also translate, accurately paraphrase, or otherwise make clear in their discussion that they understand the Latin. When referring to a relatively long portion of Latin text, students may either cite the line numbers or use ellipsis (“word . . . word”). When referring only to words or phrases, students should write them out. **The responsibility rests with the student to convince the Reader that the student is drawing conclusions from the Latin text and not from a general recall of the passage.**

When writing their essays, students should

- use the Latin most appropriate to supporting their argument and cite it properly;
- understand that referring to the Latin “throughout” the poem or passage means that they should, at a minimum, use material from the beginning, middle, and end of the text;
- connect the cited Latin to the point they are making and explain the connection;
- omit information they have learned when it is not relevant to the specific question;
- refer to a figure of speech or aspect of meter only when it can be used to make their analysis of the passage stronger, unless the question specifically asks them to do so;
- avoid making figures of speech, scansion, or sound effects the basis or major focus of their essays;
- refer to other poems or passages by the same author only if there is a strong connection that strengthens the point they are making.

Scansion and Figures of Speech

Students should understand how to scan dactylic hexameter. Scansion includes recognizing elision and the metrical quantities of syllables. Students should also be familiar with the figures of speech commonly used by Vergil in the *Aeneid*. Information on scansion and figures of speech is given beginning on page 20.

Background Knowledge

Familiarity with pertinent Roman cultural, social, and political history and study of the ancient epic as a literary genre are assumed. Although reading from the *Iliad* and *Odyssey* is not required, it is hoped that the teacher will point out parallels between the *Aeneid* and the works of Homer. The amount of time devoted to the AP Latin: Vergil course is flexible and depends upon such factors as the extent and character of the students’ prior training and general ability as well as the teacher’s own background and inclinations.

FREE - RESPONSE SECTION

The time allotted for this section includes a 15-minute reading period and 1 hour and 45 minutes of testing time. The format is as follows:

- Question V1: a 10-minute translation
- Question V2: a 10-minute translation
- Question V3: a 45-minute long essay
- Question V4: a 20-minute short essay
- Question V5: a 20-minute short essay based on the entire *Aeneid* (Latin selections and parts read in English)

The translation passages tested in V1 and V2 are usually between 4 and 10 lines in length. The questions asked in V3, V4, and V5 are similar to previous long and short essay questions on the AP Latin: Vergil Exam since 1999. The increased time allotted to V3 and V4 is intended to provide students with more time to plan their essays; they are not required to write longer essays. Most recently, the V5 short essay question has provided the students with a list of episodes or events from which to choose the subject of their essay.

To supplement the sample questions that follow, see the AP Latin: Vergil Course Home Page on AP Central.

Sample Questions V1–V5

Directions: Read the following passages carefully and answer ALL of the questions. Please indicate the letter and number of the question you are answering.

The responsibility rests with the student to convince the Reader that the student is drawing conclusions or support from the Latin text and not from a general recall of the passage.

Question V1 (15 percent of free-response score)

(Suggested time—10 minutes)

Begin your answer to this question on a clean page.

“Quo ruit? Extremum hoc miserae det munus amanti:
 exspectet facilemque fugam ventosque ferentes.
 Non iam coniugium antiquum, quod prodidit, oro,
Line nec pulchro ut Latio careat regnumque relinquat:
 (5) tempus inane peto, requiem spatiumque furori,
 dum mea me victam doceat fortuna dolere.”

Aeneid 4. 429–434

Translate the passage above as literally as possible.

Question V2 (15 percent of free-response score)

(Suggested time—10 minutes)

Begin your answer to this question on a clean page.

Iunonem interea rex omnipotentis Olympi
adloquitur fulva pognas de nube tuentem:
“Quae iam finis erit, coniunx? Quid denique restat?”
Line Indigetem Aenean scis ipsa et scire fateris
(5) deberi caelo fatisque ad sidera tolli.
Quid struis? Aut qua spe gelidis in nubibus haeres?”

Aeneid 12. 791–796

Translate the passage above as literally as possible.

Question V3 (35 percent of free-response score)

(Suggested time—45 minutes)

Begin your answer to this question on a clean page.

Dividimus muros et moenia pandimus urbis.
Accingunt omnes operi pedibusque rotarum
subiciunt lapsus, et stuppea vincula collo
Line intendunt; scandit fatalis machina muros
(5) feta armis. Pueri circum innuptaeque puellae
sacra canunt funemque manu contingere gaudent;
illa subit mediaeque minans inlabitur urbi.
O patria, o divum domus Ilium et incluta bello
moenia Dardanidum! Quater ipso in limine portae
(10) substitit atque utero sonitum quater arma dedere;
instamus tamen immemores caecique furore
et monstrum infelix sacrata sistimus arce.
Tunc etiam fatis aperit Cassandra futuris
ora dei iussu non umquam credita Teucris.
(15) Nos delubra deum miseri, quibus ultimus esset
ille dies, festa velamus fronde per urbem.
Vertitur interea caelum et ruit Oceano nox
involvens umbra magna terramque polumque
Myrmidonumque dolos; fusi per moenia Teucris
(20) conticuere; sopor fessos complectitur artus.

Aeneid 2. 234–253

In the passage above, Aeneas describes the Trojans' reception of the wooden horse. In a well-developed essay, discuss the views of the Trojans at the time of the event and Aeneas' view of the event as he looks back. Refer specifically to the Latin **throughout** the passage to support the points you make in your essay.

BE SURE TO REFER SPECIFICALLY TO THE LATIN THROUGHOUT THE PASSAGE TO SUPPORT YOUR ESSAY. Do NOT simply summarize what the passage says.

(When you are asked to refer specifically to the Latin, you must write out the Latin and/or cite line numbers AND you must translate, accurately paraphrase, or make clear in your discussion that you understand the Latin.)

Question V4 (20 percent of free-response score)

(Suggested time—20 minutes)

Begin your answer to this question on a clean page.

“ . . . Tuque, o sanctissima vates,
 praescia venturi, da (non indebita posco
 regna meis fati) Latio considerare Teucros
Line errantesque deos agitataque numina Troiae.
 (5) Tum Phoebus et Triviae solido de marmore templum
 instituat festosque dies de nomine Phoebi.
 Te quoque magna manent regnis penetralia nostris:
 hic ego namque tuas sortes arcanaque fata
 dicta meae genti ponam, lectosque sacrabo,
 (10) alma, viros. Foliis tantum ne carmina manda,
 ne turbata volent rapidis ludibria ventis;
 ipsa canas oro.”

Aeneid 6. 65–76

In the passage above, Aeneas prays for an end to the troubles of the displaced Trojans. In a **short** essay, discuss the request he makes and what he promises the Sibyl. Refer specifically to the Latin **throughout** the passage to support the points you make in your essay. Do NOT simply summarize what the passage says.

(When you are asked to refer specifically to the Latin, you must write out the Latin and/or cite line numbers AND you must translate, accurately paraphrase, or make clear in your discussion that you understand the Latin.)

Question V5 (15 percent of free-response score)

(Suggested time—20 minutes)

Begin your answer to this question on a clean page.

In the *Aeneid*, the ancient concept of hospitality is encountered in many episodes and with many characters. **Choose one character from group A and one character from group B.** In a **short** essay, discuss the ways in which each character’s encounter with the Trojans illustrates hospitality. Be sure to support your essay with specific details.

Group A

Acestes

Evander

Sinon

Group B

Amata

Andromache

Anna

INFORMATION ON FIGURES OF SPEECH AND METER

Figures of Speech

The figures of speech tested are allegory, alliteration, anaphora, aposiopesis, apostrophe, asyndeton, chiasmus, ecphrasis, ellipsis, enjambment, hendiadys, hyperbaton, hyperbole, hysteron proteron, irony, litotes, metaphor, metonymy, onomatopoeia, oxymoron, personification, pleonasm, polyptoton, polysyndeton, praeteritio, prolepsis, prosopopoeia, simile, synchysis, synecdoche, tmesis, transferred epithet, tricolon crescens, and zeugma.

Meter

For the AP Latin: Vergil Exam, knowledge of the dactylic hexameter is required. A dactyl is a metrical foot consisting of a long syllable followed by two short syllables (— ∪ ∪), and the hexameter is a line consisting of six metrical feet. A spondee, a metrical foot consisting of two long syllables (— —), can substitute for a dactyl anywhere but in the fifth foot, which only rarely is spondaic. The sixth foot is always spondaic. Thus, the metrical pattern is:

— ∪ ∪ | — ∪ ∪ | — ∪ ∪ | — ∪ ∪ | — ∪ ∪ | — —

The student should be able to recognize elision. Elision is the elimination of a final vowel, diphthong, or final syllable in *-m*, before a following initial vowel or *h*, e.g., *litorea multum ille*, *Aeneid* 1.3. The student should also recognize the correct length of each syllable. It is acceptable to consider the final syllable of the line long in all cases. The student is not required to recognize ictus, caesura, or the divisions between metrical feet. Unusual lines will not be tested.

BIBLIOGRAPHY

A Vergil bibliography is found in the *AP Latin Teacher's Guide*, available as a free download on AP Central (apcentral.collegeboard.com).

Teacher Support

AP Central® (apcentral.collegeboard.com)

You can find the following Web resources at AP Central:

- AP Course Descriptions, AP Exam questions and scoring guidelines, sample syllabi, and feature articles.
- A searchable Institutes and Workshops database, providing information about professional development events.
- The Course Home Pages (apcentral.collegeboard.com/coursehomepages), which contain articles, teaching tips, activities, lab ideas, and other course-specific content contributed by colleagues in the AP community.
- Moderated electronic discussion groups (EDGs) for each AP course, provided to facilitate the exchange of ideas and practices.

AP Publications and Other Resources

Free AP resources are available to help students, parents, AP Coordinators, and high school and college faculty learn more about the AP Program and its courses and exams. Visit www.collegeboard.com/apfreepubs.

Teacher's Guides and Course Descriptions may be downloaded free of charge from AP Central; printed copies may be purchased through the College Board Store (store.collegeboard.com). Released Exams and other priced AP resources are available at the College Board Store.

Teacher's Guides

For those about to teach an AP course for the first time, or for experienced AP teachers who would like to get some fresh ideas for the classroom, the Teacher's Guide is an excellent resource. Each Teacher's Guide contains syllabi developed by high school teachers currently teaching the AP course and college faculty who teach the equivalent course at colleges and universities. Along with detailed course outlines and innovative teaching tips, you'll also find extensive lists of suggested teaching resources.

Course Descriptions

Course Descriptions are available for each AP subject. They provide an outline of each AP course's content, explain the kinds of skills students are expected to demonstrate in the corresponding introductory college-level course, and describe the AP Exam. Sample multiple-choice questions with an answer key and sample free-response questions are included. (The Course Description for AP Computer Science is available in PDF format only.)

Released Exams

Periodically the AP Program releases a complete copy of each exam. In addition to providing the multiple-choice questions and answers, the publication describes the process of scoring the free-response questions and includes examples of students' actual responses, the scoring standards, and commentary that explains why the responses received the scores they did.

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