AP® LATIN
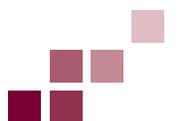
oris ~ Italium, fato profugus, Latin lav
le venit ~ litora, multum ille et terris
:atus et alto ~ vi superum saevae mei
n Junonis ob iram; multa quoque et
lo passus, dum conderet urbem, inf
que deos Latio, genus unde Latinun

Course and Exam Description
Effective Fall 2012

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

For further information, visit www.collegeboard.org.

AP® Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

AP Course and Exam Descriptions

AP Course and Exam Descriptions are updated regularly. Please visit AP Central® (www.collegeboard.org/apcentral) to determine whether a more recent Course and Exam Description PDF is available.

Contents

About AP®

AP® enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit, advanced placement, or both. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty, as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. More than 90 percent of four-year colleges and universities in the United States grant students credit, placement, or both on the basis of successful AP Exam scores. Universities in more than 60 countries recognize AP Exam scores in the admission process and/or award credit and placement for qualifying scores. Visit www.collegeboard.org/ap/creditpolicy to view AP credit and placement policies at more than 1,000 colleges and universities.

Performing well on an AP Exam means more than just the successful completion of a course; it is a pathway to success in college. Research consistently shows that students who score a 3 or higher on AP Exams typically experience greater academic success in college and are more likely to graduate on time than otherwise comparable non-AP peers.* Additional AP studies are available at www.collegeboard.org/research.

Offering AP Courses and Enrolling Students

This course and exam description details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school develops and implements its own curriculum that will enable students to develop the content knowledge and skills described here.

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* See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (College Board, 2008).

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduatio*n (Austin, Texas: National Center for Educational Accountability, 2006).

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.org/apcourseaudit.

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How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject's current AP Development Committee members, please visit press.collegeboard.org/ap/committees. AP Development Committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP course work reflects current scholarship and advances in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam — work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair, and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools

and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A-, B+, and B. AP Exam scores of 3 are equivalent to college grades of B-, C+, and C.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and the exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit and placement:

AP Score	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit www.collegeboard.org/apcentral for more information about the AP Program.

Curriculum Framework

AP® Latin is designed to provide advanced high school students with a rich and rigorous Latin course, approximately equivalent to an upper-intermediate (typically fourth or fifth semester) college or university Latin course. Students who successfully complete the course are able to read, understand, translate, and analyze Latin poetry and prose. Despite many similarities, Latin poetry and Latin prose have broadly different features and patterns; thus, the syllabus of required readings includes poetry and prose to ensure that students will be confident in handling both.

AP Latin students prepare and translate the required Latin readings with an accuracy that reflects precise understanding of the Latin in all its details; they also read and comprehend passages at sight, even if not with full understanding of every detail. These two types of study powerfully reinforce each other. The course thus allows time for regular, sustained, and integrated practice at sight reading. Throughout the course, students develop their language skills through various activities: precise, literal translation of prepared poetry and prose; reading with comprehension of sight passages, both poetry and prose; and written analyses that demonstrate the results of critical reading in clear and coherent arguments supported by textual examples.

Another important aspect of reading Latin lies in the mastery of the many terms that have been devised by scholars and teachers over the years to describe and analyze Latin grammar, syntax, and literary style. If students can use these terms to describe what they see in the texts, it will help them to translate correctly, to fully grasp the ideas, nuances, and emphases, and to appreciate the literary art of the Latin texts.

Linguistic competence, important as it is, does not exhaust the goals of studying Latin. The Latin language is also the best route to learning about the history, literature, and culture of the ancient Romans. With this in mind, texts have been chosen that will allow students to encounter some of the important people, events, and literary genres of Roman times, focusing on the core periods of the late Republic and the early Principate. Vergil's *Aeneid*, arguably the most influential work of Latin literature, is both a model of Latin poetic style and a profound meditation on the meaning of Roman history and civilization. Caesar's *Gallic War*, for generations a standard school text, is still rightly admired both for its pure and straightforward Latinity and for its historical interest, as it engages with controversial issues of war and peace, empire, ethnicity, leadership, and the roles and purposes of historiography. English readings from Vergil's *Aeneid* and Caesar's *Gallic War* are also included in the required syllabus in order to put the Latin excerpts in a significant context.

With explicit attention to developing skills for reading, translating, and analyzing Latin texts, as well as to demonstrating contextual knowledge, making connections to other disciplines and comparisons between Latin and English usages, the AP Latin course is clearly consistent with the goal areas of the *Standards for Classical Language Learning*. Using Vergil and Caesar as a base, the course helps students reach beyond translation to read with critical, historical, and literary sensitivity. This is an ambitious goal, but it is hoped that when exposed to the characteristic method of classical philology, with its rigorous attention to linguistic detail coupled with critical interpretation and analysis, students will be able to apply the skills they acquire in this course to many areas of learning and professional pursuits.

Structure of the Curriculum Framework

This curriculum framework begins by outlining *learning objectives* for the course and *evidence statements* of how students might satisfy each objective. Standards of student performance are then defined in *achievement level descriptions* across five levels.

Tools for instructional design come next: the *readings* in Latin and in English that are required, as well as recommended authors for in-class work on reading Latin at sight; *terminology* that students learn and apply to their study of the required Latin readings; and *themes and essential questions* that may be used to design instructional activities for students to relate the Latin texts to important issues, historical figures, and events of the ancient Roman world as they continue to develop their language skills in the AP course.

Learning Objectives and Evidence Statements

At the core of the AP Latin course are the *learning objectives* that identify what students should know and be able to do, and *evidence statements* that describe observable features of a student's work that would meet each objective. The learning objectives and evidence statements are organized into four broad categories of skills that students develop and apply to their study of Latin language and literature: Reading and Comprehending, Translation, Contextualization, and Analysis of Texts:

Reading and Comprehending	Translation	Contextualization	Analysis of Texts
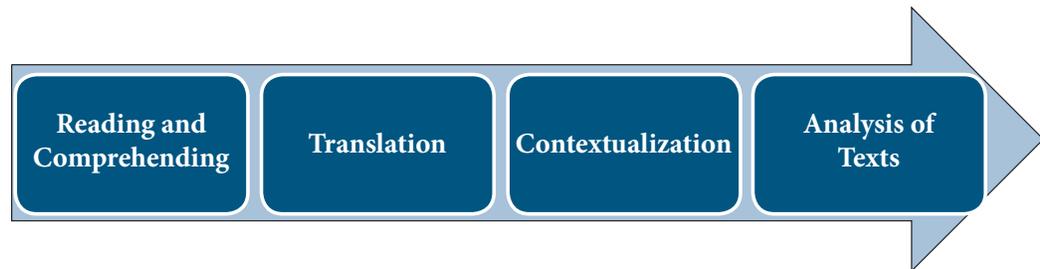
Reading and Comprehending

Students in the AP course are in the process of becoming advanced readers of Latin. Drawing upon knowledge of grammar and syntax and previous experience with similar texts, they determine appropriate vocabulary meanings in context and recognize the sense of grammatical structures in order to achieve comprehension. All of the following skills are necessary for a full understanding of Latin poetry and prose: extensive familiarity with Latin vocabulary pertinent to the texts studied; mastery of grammatical forms, syntactic structures and terminology; the ability to scan dactylic hexameter in reading Latin epic; acquaintance with the stylistic and generic features of the texts; and knowledge of particular cultural contexts that bear on the meaning of the texts.

Students demonstrate competency in reading and comprehension of Latin poetry and prose (both prepared and at sight) by *identifying* grammatical elements of texts, *explaining* the meaning of words and phrases in context and *interpreting* the text.

Reading aloud is a very useful instructional method that is strongly encouraged as a means to support and enhance students' comprehension of texts; therefore, this section includes a specific learning objective with evidence statements about reading aloud. However, due to various logistical reasons, oral production of Latin will not be assessed on the AP Exam.

Learning Objectives and Evidence Statements for Reading and Comprehending

Primary Objective: The student reads and comprehends Latin poetry and prose from selected authors with appropriate assistance.

➢ The student demonstrates knowledge of Latin vocabulary in reading passages.

- o definition of Latin words and idioms
- o distinction between easily confused Latin words (e.g., *vir/vis*, *mos/mora*)
- o response that indicates understanding that more than one Latin word may be appropriately translated by the same English word (e.g., *mare, aequor, fluctus* as "sea")
- o response that indicates understanding that one Latin word may be appropriately translated by more than one English word (e.g., *vir* as "man," "hero," "husband")

➢ The student explains the meaning of specific Latin words and phrases in context.

- o identification of the meanings of Latin words and phrases in context
- o explanation of the meaning of Latin words and phrases in context
- o explanation of the figurative meaning of Latin words and phrases in context (e.g., *ferrum* as "sword," *lumina* as "eyes")

➢ The student uses specific terminology to identify grammatical forms and syntactic structures.

- o identification of grammatical forms (e.g., gender, number, and case of nouns; tense and mood of verbs — see terminology list)
- o identification of syntactic structures (e.g., indirect statement — see terminology list)

➢ The student demonstrates knowledge of Latin syntax to read and comprehend Latin texts.

- o paraphrase of text that reflects knowledge of syntax
- o literal translation of text that reflects knowledge of syntax
- o response that reflects knowledge of syntax

➤ The student scans dactylic hexameter in Latin poetry.

  ○ identification of the elements of scansion of dactylic hexameter (e.g., dactyls, spondees, elision)

  ○ scansion of dactylic hexameter

  ○ determination of vocabulary, grammar, and syntax based on scansion (e.g., case and number of nouns and adjectives, tense of verbs, distinction between similar words)

➤ The student reads aloud Latin poetry and prose with attention to linguistic and artistic qualities.

  ○ attention to linguistic qualities (e.g., pronunciation, vowel quantities, accentuation) of Latin prose and poetry

  ○ attention to artistic qualities (e.g., emphasis, phrasing, inflection, tone) of Latin prose and poetry

  ○ attention to meter and elision in Latin poetry

➤ The student identifies stylistic features in Latin poetry and prose.

  ○ identification of rhetorical devices and figures of speech (e.g., anaphora, hyperbole, metaphor, rhetorical questions) in Latin texts

➤ The student identifies references to Roman culture, history and mythology in Latin texts.

  ○ identification of references to Roman culture (e.g., *Penates*, *centurio*, *virtus*, *pietas*) in Latin texts

  ○ identification of references to Roman history (e.g., Augustus, invasion of Britain) in Latin texts

  ○ identification of references to Greco-Roman mythology (e.g., Jupiter and Venus) in Latin texts

➤ The student demonstrates overall comprehension of passages in Latin texts.

  ○ response to a factual question that reflects overall comprehension of the passage (e.g., main ideas in the passage, setting of the passage, sequence of events in the passage)

  ○ summary or paraphrase that reflects overall comprehension of the passage

  ○ translation that reflects overall comprehension of the passage

  ○ response to an interpretive question that reflects overall comprehension of the passage (e.g., inference of an implied meaning, conclusion based on comprehension of a premise)

Translation

Translating from Latin into English is a complex activity that can be broken down into four distinct parts: (1) knowledge of vocabulary; (2) knowledge of morphology; (3) knowledge of grammar and syntax; and (4) knowledge of the differences between Latin and English usage that require adjustments so that the translation is in fact correct English. Students should know which English equivalent of a Latin word is appropriate in context, and they should be able to render a Latin word into an English word with the same grammatical characteristics wherever possible.

In the AP course, translations are to be as literal as possible so that students may demonstrate accurate knowledge of the Latin. In other words, the goal is not to produce the artistically best translation, but rather the most literal one that is consistent with English usage. Translations should show that students understand the forms and functions of the Latin structures. A Latin adverb should be an English adverb, a Latin participle should be an English participle, and plural nouns in Latin should be plural in English, except where such a rendering is incorrect (e.g., Latin *insidiae* means English "plot," or Latin *litterae* means English "letter"). Translations should make the antecedents of relative and demonstrative pronouns clear, something that might well involve changes in word order. They should make clear the relationship between clauses; main clauses should not be subordinated, nor subordinate clauses turned into independent clauses. On the other hand, Latin favors beginning a sentence with a relative pronoun, something that is impossible in English, so in such cases an adjustment should be made. The Latin structure of indirect statement is only rarely appropriate in English, and in some conditionals exact preservation of the mood and tense of a verb leads to incorrect English, so adjustments should be made in both circumstances. Other idiomatic constructions in Latin, such as impersonal passive, cannot be preserved in English.

Learning Objectives and Evidence Statements for Translation

Primary Objective: The student translates previously prepared Latin texts into English as literally as possible.

➢ The student demonstrates knowledge of Latin vocabulary when translating Latin texts into English.

  ○ rendering in English that reflects an appropriate meaning of the Latin words

  ○ rendering in English that reflects the parts of speech of the Latin words

➢ The student demonstrates knowledge of Latin morphology when translating Latin texts into English.

  ○ rendering in English that reflects the grammatical forms of the Latin words (e.g., gender, case and number of nouns, adjectives, and pronouns; person, number, tense, voice, and mood of verbs; degree of adjectives and adverbs)

➢ The student demonstrates knowledge of Latin grammar and syntax when translating Latin texts into English.

  ○ rendering in English that reflects the Latin grammatical constructions (e.g., subject-verb agreement, pronouns, and their antecedents, subordinate clauses)

  ○ rendering in English that reflects the relationships between clauses

➢ The student demonstrates an understanding of differences between Latin and English usage when translating Latin texts into English.

  ○ rendering in English of Latin constructions that demonstrates an understanding of differences between Latin and English usage (e.g., indirect discourse, conditions, impersonal constructions, double datives)

Contextualization

A context of a literary work is a set of circumstances or facts that influences its meaning or effect. Thus, when students contextualize a passage of Latin literature, they go beyond the confines of the text they are reading in order to reach a deeper and fuller understanding of the milieu in which it was written. Relying on their knowledge of Roman history, culture and literature, students identify in the texts the people, practices, and events that shaped the ancient Roman world.

Students then use this contextual knowledge to enhance their interpretation and analysis of the texts. For example, just as familiarity with the *Iliad* and *Odyssey* allows students to understand and analyze the *Aeneid* in depth, so too familiarity with the political situation of the late Republic enhances comprehension of Caesar's *Gallic War*.

Contextualization is an important facet of a student's ability to analyze and appreciate a given text. In this section, five key areas of contextual knowledge are outlined: influential people and key historical events; Roman political ideas; Roman cultural products, practices, and perspectives; Greco-Roman mythology and legend; and authors and conventions of Latin literature.

Learning Objectives and Evidence Statements for Contextualization

Primary Objective: The student relates the Latin texts to Roman historical, cultural, and literary contexts.

➢ The student uses knowledge of influential people and key historical events to demonstrate understanding of the Latin texts.

- o identification of influential people in Roman history (e.g., Julius Caesar, Augustus, Romulus) not directly stated in the Latin texts, based on context or outside knowledge
- o explanation of the roles of influential people in Roman history as relevant to the Latin texts
- o explanation of key events in Roman history (e.g., Punic Wars, Roman Civil Wars) as relevant to the Latin texts
- o connection of information in the required English readings to information in the Latin texts, as relevant to influential people and key events in Roman history

➢ The student uses knowledge of Roman political ideas to demonstrate understanding of Roman culture in the Latin texts.

- o identification of Roman political ideas (e.g., *libertas*, *pietas*, *virtus*) not directly stated in the Latin texts, based on context or outside knowledge

- o explanation of Roman political ideas as relevant to the Latin texts

- o connection of information in the required English readings to information in the Latin texts, as relevant to Roman political ideas

➢ The student relates Roman cultural products in the Latin texts to perspectives of Roman culture.

- o identification of Roman cultural products (e.g., *fasces, Penates, legio*) not directly stated in the Latin texts, based on context or outside knowledge

- o explanation of the significance of Roman cultural products as relevant to the Latin texts

- o connection of information in the required English readings to information in the Latin texts, as relevant to Roman cultural products

➢ The student relates Roman cultural practices in the Latin texts to perspectives of Roman culture.

- o identification of Roman cultural practices (e.g., marriage ceremonies, military organization, interpretation of omens) not directly stated in the Latin texts, based on context or outside knowledge

- o explanation of the significance of Roman cultural practices as relevant to the Latin texts

- o connection of information in the required English readings to information in the Latin texts, as relevant to Roman cultural practices

➢ The student uses knowledge of mythology and legends to demonstrate understanding of the Latin texts.

- o identification of elements of mythology and legends (e.g., gods, Trojan War, heroes) not directly stated in the Latin texts, based on context or outside knowledge

- o explanation of mythology and legends as relevant to the Latin texts

- o connection of information in the required English readings to information in the Latin texts, as relevant to mythology and legends

> ➤ The student uses knowledge of authors or literary conventions to demonstrate understanding of the Latin texts.
>   - o identification of characteristics of literary genres (e.g., epic, *commentarii*) in the Latin texts
>   - o identification of literary conventions (e.g., invocation to the Muse, address to the troops, characterization) in the Latin texts
>   - o explanation of characteristics of literary genres as relevant to the understanding of the Latin texts
>   - o explanation of literary conventions as relevant to the understanding of the Latin texts
>   - o explanation of an author's circumstances, background, and life as relevant to the understanding of the Latin texts

Analysis of Texts

Comprehension, translation, and contextualization provide the foundation for the analysis of Latin texts. To analyze a text is to express the results of critical and reflective reading.

Analysis of a text involves a careful consideration of details and the development of a clear and coherent argument that explains how those details illustrate an idea, theme, or concept. Students support analysis by citing and explicating relevant examples from the Latin text and, if necessary, from the required readings in English. Students analyze the importance of language usage and elements of literary style for the meaning of the text, and they make inferences about and draw conclusions from the text.

Analysis can take the form of essays and other written responses or, less formally, of class discussions. It might involve comparing features of two Latin texts, calling upon contextual knowledge, or incorporating information from the readings in English.

Learning Objectives and Evidence Statements for Analysis of Texts

Primary Objective: The student analyzes linguistic and literary features of one or more Latin texts.

➢ The student develops clear and coherent arguments in English about the Latin texts.

- o use of coherent structure and logical development
- o use of relevant examples from the Latin texts to support the student's argument
- o use of relevant examples from readings in English and class discussions to support the student's argument
- o articulation of conclusions and inferences based on textual features or contextual knowledge (e.g., imagery, characterization, knowledge of Roman culture, knowledge of other Latin literature)

➢ The student analyzes the effects of language usage and stylistic features in the Latin texts.

- o analysis of the effects of language usage (e.g., word choice, ambiguity, word order)
- o analysis of the effects of stylistic features (e.g., characterization, rhetorical strategies, poetic devices)

➢ The student analyzes the Latin texts based on knowledge of products, practices, and perspectives of Roman culture.

- o analysis of the Latin texts based on knowledge of Roman culture (e.g., use of cultural products such as the *signa*; cultural practices such as military techniques; cultural perspectives such as *virtus*, *dignitas*, *pietas*, *auctoritas*)

Achievement Level Descriptions

The degree to which student performance meets the learning objectives in each area is articulated in the *achievement level descriptions*, which define five levels at which students perform in each area of the course. Due to the interrelated nature of reading, translation, and text analysis, all the *achievement level descriptions* work in concert with one another and should be considered holistically. While references to Levels 1 through 5 cannot precisely predict a student's final AP Exam score, AP teachers can use these descriptions to develop better insight into student performance and adjust curriculum and instruction throughout the course.

Three main categories of student performance have been identified for the AP Latin course: Reading, Translation, and Analysis of Texts. Within each category, various features of student work that AP teachers might expect to see have also been identified.

Reading and Comprehending	Translation	Analysis of Texts
• Content • Context • Terminology • Scansion	• Vocabulary in context • Morphology • Grammar and syntax • Latin and English usages	• Development of an argument • Use of Latin textual examples • Inferences and conclusions • Analysis of language usage and stylistic features • Use of contextual knowledge

Student performance at a given achievement level will feature most of the qualities required in that level but not necessarily all of them.

Achievement Level Descriptions for Reading and Comprehending

Achievement Level 5

- **Content**: Students at Achievement Level 5 demonstrate overall comprehension of Latin passages by consistently responding correctly to both factual and interpretive questions, including questions requiring more advanced interpretive ability (e.g., tone, irony). They demonstrate comprehension of simple and complex Latin phrases by consistently selecting an accurate English translation or paraphrase. They demonstrate understanding of a wide variety of grammatical relationships (e.g., what words in the sentence determine the case and number of a particular noun or adjective, or types of subordinate

clauses), even in sentences with complex syntax. They demonstrate comprehension of a wide variety of vocabulary, including literal and figurative meanings in context. Students at this level are consistently able to distinguish between easily confused Latin words (e.g., *pontum* and *pontem*).

- **Context**: Students at Achievement Level 5 identify a wide variety of references to Roman culture, mythology, and history that are relevant to understanding the required Latin texts; these references may be implied in the passage instead of stated directly.

- **Terminology**: Students at Achievement Level 5 demonstrate knowledge of terms by identifying or describing a wide variety of grammatical and syntactic structures, including simple (e.g., tense and voice) and complex structures (e.g., indirect statement). They use appropriate terms to identify a wide variety of elements of literary style, including basic (e.g., anaphora, apostrophe) and more sophisticated elements (e.g., hyperbole).

- **Scansion**: Students at Achievement Level 5 identify the metrical components of dactylic hexameter (dactyl, spondee, elision). They accurately scan dactylic hexameter, including lines where there is consonantal *i*, or elision over an *m* or *h*. Students at this level are consistently able to use scansion to identify vocabulary and grammatical and syntactical relationships.

Achievement Level 4

- **Content**: Students at Achievement Level 4 demonstrate overall comprehension of Latin passages by consistently responding correctly to both factual and interpretive questions, though they are likely to commit errors in answering sophisticated interpretive questions. They demonstrate comprehension of simple and complex Latin phrases by consistently selecting an accurate English translation or paraphrase; occasionally they may misinterpret a more complex phrase. They demonstrate understanding of a wide variety of grammatical relationships, even in sentences with complex syntax; yet here too, occasionally they may misinterpret a grammatical relationship in a more complex phrase. They demonstrate comprehension of a wide variety of vocabulary, including literal and figurative meanings in context. Students at this level can occasionally distinguish between easily confused Latin words.

- **Context**: Students at Achievement Level 4 identify a variety of references to Roman culture, mythology, and history that are relevant to understanding the required Latin texts. They do so consistently when these references are stated directly; however, occasionally they do misinterpret references that are implied in the passage.

- **Terminology**: Students at Achievement Level 4 demonstrate knowledge of terms by identifying or describing a variety of grammatical and syntactic structures, including simple and complex structures. They use appropriate terms to identify a wide variety of elements of literary style, including basic and more sophisticated elements. These students do occasionally make errors in using terminology.

- **Scansion**: Students at Achievement Level 4 identify the metrical components of dactylic hexameter (dactyl, spondee, elision). They accurately scan dactylic hexameter, though they may commit errors in scanning lines where there is consonantal *i*, or elision over an *m* or *h*. Students at this level are only occasionally able to identify vocabulary and grammatical and syntactical relationships based on scansion.

Achievement Level 3

- **Content**: Students at Achievement Level 3 demonstrate overall comprehension of Latin passages primarily by responding correctly to factual questions; they have limited success in responding to interpretive questions. Students at this level demonstrate comprehension of simple Latin phrases by selecting an accurate English translation or paraphrase; they have limited success in doing so for a complex Latin phrase. These students demonstrate understanding of a variety of grammatical relationships in sentences with straightforward syntax, and occasionally they can do so for more complex sentences. They demonstrate literal comprehension of a wide variety of vocabulary, but they have limited success in understanding figurative meanings in context; only occasionally can they distinguish between easily confused Latin words.

- **Context**: Students at Achievement Level 3 identify a variety of commonly known references to Roman culture, mythology, and history that are relevant to understanding the required Latin texts. They are able to do so consistently when the references are stated directly in the Latin passage, but with limited success when they are implied.

- **Terminology**: Students at Achievement Level 3 demonstrate knowledge of terms to identify a variety of simple grammatical and syntactic structures (e.g., relative clause) and some complex structures (e.g., ablative absolute). They use appropriate terms to identify a variety of basic elements of literary style and some more sophisticated elements (e.g., metaphor).

- **Scansion**: Students at Achievement Level 3 identify long and short feet of a dactyl and a spondee. They accurately scan some metrical patterns in dactylic hexameter, including lines where elisions occur with adjacent vowels.

Achievement Level 2

- **Content**: Students at Achievement Level 2 are generally unable to demonstrate overall comprehension of Latin passages; however, they are able to demonstrate comprehension of a variety of high-frequency Latin words and isolated phrases by selecting an accurate English translation. They demonstrate understanding of basic grammatical relationships (e.g., noun-adjective agreement) in sentences with straightforward syntax.

- **Context**: Students at Achievement Level 2 identify only those references to Roman culture, mythology, and history in the required Latin texts that are most commonly known and that are stated directly. These students tend to rely on glosses to make guesses about contextual questions.

- **Terminology**: Students at Achievement Level 2 demonstrate knowledge of a limited range of terms to identify a few simple grammatical and syntactic structures (e.g., subject of a finite verb, direct object). They demonstrate knowledge of appropriate terms to identify a few basic elements of literary style, mainly linguistic or structural figures (e.g., alliteration, anaphora). Students at this level are generally unable to identify more sophisticated elements of literary style such as rhetorical devices (e.g., hyperbole).

- **Scansion**: Students at Achievement Level 2 identify most basic metrical components of dactylic hexameter (e.g., dactyl, spondee). They accurately scan a couple of feet within a dactylic hexameter line; generally they are able to do so where there are no elisions.

Achievement Level 1

Students at Achievement Level 1 demonstrate less ability than what is outlined for Achievement Level 2.

Achievement Level Descriptions for Translation

Achievement Level 5

- **Vocabulary in context**: Students at Achievement Level 5 demonstrate understanding of the meanings of virtually all words in prepared Latin passages as they are used in context, even uncommon words (e.g., *inops*), easily confused words (e.g., *casus*) and words with several meanings.

- **Morphology**: Students at Achievement Level 5 consistently render various parts of speech accurately (e.g., *memor* versus *memoria*). They consistently render the tense, mood, voice, and number of verbs — and

the case, gender, and number of nouns, pronouns, and adjectives — accurately, even those with uncommon or ambiguous forms. Students at this level consistently produce precise and literal translations of assigned passages.

- **Grammar and syntax**: Students at Achievement Level 5 demonstrate a thorough understanding of Latin grammatical constructions, even uncommon (e.g., supines) and complex constructions (e.g., subordinate clauses in indirect statements). They are consistently able to demonstrate understanding of how individual grammatical constructions fit into the structure of the sentence as a whole.

- **Latin and English usages**: Students at Achievement Level 5 consistently use appropriate English constructions and idioms to render Latin constructions that cannot be translated literally and meaningfully (e.g., *ventum erat,* indirect statement, conditions).

Achievement Level 4

- **Vocabulary in context**: Students at Achievement Level 4 demonstrate understanding of the meanings of all common words and several low-frequency words in prepared Latin passages as they are used in context. They are generally able to produce acceptable translations for easily confused words and words with several meanings.

- **Morphology**: Students at Achievement Level 4 consistently render various parts of speech accurately. They consistently render the tense, mood, voice, and number of verbs — and the case, gender, and number of nouns, pronouns, and adjectives — accurately, though they may commit errors in rendering uncommon or ambiguous forms. Students at this level consistently produce literal translations, though the precision of the translation (i.e., how well they understand the Latin morphology) may not be consistent throughout an assigned passage.

- **Grammar and syntax**: Students at Achievement Level 4 demonstrate a solid understanding of Latin grammatical constructions, including several uncommon and complex constructions. Students at this level are consistently able to demonstrate understanding of how individual grammatical constructions fit into the structure of the sentence as a whole.

- **Latin and English usages**: Students at Achievement Level 4 are generally able to use appropriate English constructions and idioms to render Latin constructions that cannot be translated literally and meaningfully.

Achievement Level 3

- **Vocabulary in context**: Students at Achievement Level 3 demonstrate understanding of most common Latin words in prepared passages as they are used in context. Though vocabulary in their translations is generally accurate, they occasionally misconstrue or omit uncommon or easily confused words (e.g., *pareo*, *inops*, *dolus*). Occasionally, these students select a possible meaning of a Latin word that is inappropriate to the context.

- **Morphology**: Students at Achievement Level 3 frequently render various parts of speech accurately. They also frequently render the tense, mood, voice, and number — and case, gender, and number of nouns, pronouns, and adjectives — accurately. However, these students do occasionally misconstrue or omit words that have uncommon or ambiguous forms (e.g., vocatives, *deum* for *deorum*).

- **Grammar and syntax**: Students at Achievement Level 3 demonstrate understanding of most Latin grammatical constructions, though occasionally they misconstrue uncommon or especially complex grammatical constructions (e.g., dative of agent with passive periphrastic). Students at this level frequently demonstrate understanding of how individual grammatical constructions fit into the structure of the sentence as a whole.

- **Latin and English usages**: Students at Achievement Level 3 frequently demonstrate understanding of English grammatical constructions that are similar to Latin. However, they occasionally fail to use appropriate English constructions and idioms to render Latin constructions that cannot be translated literally and meaningfully.

Achievement Level 2

- **Vocabulary in context**: Students at Achievement Level 2 demonstrate understanding of the meanings of only basic Latin words in the prepared passages. They often misconstrue uncommon or easily confused words and often omit words and phrases, including enclitics and correlatives. Occasionally, students at this level select a possible meaning of a word that is inappropriate to the context (e.g., *vir* as "man," "husband," or "hero"). They also tend to include memorized phrases out of context in their translations.

- **Morphology**: Students at Achievement Level 2 are generally unable to render various parts of speech accurately. They frequently commit errors in rendering the tense, mood, voice, and number of verbs — or the case, gender, and number of nouns, pronouns, and adjectives. They often misconstrue or omit words that have uncommon or ambiguous forms. Students at this level often rely on word order rather than word endings to determine grammatical relationships among words.

- **Grammar and syntax**: Students at Achievement Level 2 demonstrate understanding of the most basic Latin grammatical constructions in prepared passages (e.g., adjective-noun agreement, subject-verb agreement). They often fail to demonstrate understanding of how individual grammatical constructions fit into the structure of a sentence as a whole.

- **Latin and English usages**: Students at Achievement Level 2 demonstrate little or no understanding of the differences between Latin and English usages.

Achievement Level 1

Students at Achievement Level 1 demonstrate less ability than what is outlined for Achievement Level 2.

Achievement Level Descriptions for Analysis of Texts

Achievement Level 5

- **Development of an argument**: Students at Achievement Level 5 employ a coherent, logical structure in an analysis that demonstrates a balanced, nuanced understanding of the passage(s). They state main ideas clearly, provide full supporting details and use evidence from throughout the passage in support of their argument. Students at this level produce a text analysis that addresses all parts of the assigned task.

- **Use of Latin textual examples**: Students at Achievement Level 5 accurately paraphrase or correctly translate Latin from throughout the passage(s). They effectively apply specific and relevant Latin citations from the passage to support the analysis.

- **Inferences and conclusions**: Students at Achievement Level 5 support the analysis with information that is implied but not directly stated in the text. They support the analysis with reference to the author's implied point of view, tone, or opinions about people and events.

- **Analysis of language usage and stylistic features**: Students at Achievement Level 5 are able to support an already strong analysis with mention of a rhetorical or stylistic feature, or a feature of language usage, such as word choice, word order or ambiguity. Students at this level are able to explain how a specific example of language usage or a stylistic feature is relevant to the analysis.

- **Use of contextual knowledge**: Students at Achievement Level 5 are able to support an analysis with specific references to cultural or historical information directly relevant to the passage(s), if it is required in the

assigned task. These students are also able to support an analysis with reference to specific information about the author(s), the literary genre(s), or conventions of classical literature that are directly relevant to the passage(s).

Achievement Level 4

- **Development of an argument**: Students at Achievement Level 4 employ a coherent, logical structure in an analysis of the passage(s) that is competent and generally accurate, though perhaps without displaying a nuanced understanding of the passage(s). They state main ideas clearly, provide some supporting details and use evidence from throughout the passage(s) in support of their argument. Students at this level are able to go beyond summarizing to produce a text analysis that addresses all parts of the assigned task.

- **Use of Latin textual examples**: Students at Achievement Level 4 accurately paraphrase or correctly translate Latin from most parts of the passage(s). They apply specific and generally relevant Latin citations to support the analysis.

- **Inferences and conclusions**: Students at Achievement Level 4 are able to support the analysis with some information that is implied in the passage(s), though they may rely more heavily on information that is stated directly in the text. They are able to support the analysis with reference to the author's implied point of view, tone, or opinions about people and events. Occasional errors may incur in this regard, yet they do not detract from the overall quality of the analysis.

- **Analysis of language usage and stylistic features**: Students at Achievement Level 4 may support the analysis with mention of a rhetorical or stylistic feature, or a feature of language usage in the passage(s), and briefly connect it to the analysis. However, the explanation of the effect of a specific example of language usage or a stylistic feature, or its relevance to the analysis, may not be well developed.

- **Use of contextual knowledge**: Students at Achievement Level 4 may support an analysis with mention of specific references to cultural or historical information, or with reference to specific information about the author, the literary genre(s), or conventions of classical literature that are directly relevant to the passage(s). However, the explanation of the relevance of this information to the analysis may not be well developed.

Achievement Level 3

- **Development of an argument**: Students at Achievement Level 3 provide evidence of organization in an argument that states main ideas clearly and provides some supporting details. However, the argument may not be well developed, since students at this level tend to oversimplify or exaggerate the premise on which they base the analysis. They may rely on isolated parts of the passage(s) to develop an argument, and they tend to rely on a summary of the passage to complete the task. Students at this level produce work that addresses most parts of the task.

- **Use of Latin textual examples**: Students at Achievement Level 3 accurately paraphrase or correctly translate Latin from some parts of the passage(s) in support of the analysis. Some students at this level paraphrase or translate the Latin with accuracy but do not consistently apply citations to the analysis; others may analyze the passage well but provide few relevant Latin examples in support.

- **Inferences and conclusions:** Students at Achievement Level 3 support an analysis with only partial understanding of information implied but not directly stated in the passage(s). In their analysis they are able to demonstrate some understanding of the author's implied point of view, tone, or opinions about people and events.

- **Analysis of language usage and stylistic features**: Students at Achievement Level 3 may mention a rhetorical device or stylistic feature that appears in the passage(s) without connecting it effectively to the analysis. Similarly, they may mention features of language usage, such as word choice, word order, or ambiguity in the passage(s) without connecting it effectively to the analysis.

- **Use of contextual knowledge**: Students at Achievement Level 3 may mention cultural or historical information relevant to the passage(s) without connecting it effectively to the analysis. Similarly, they may mention information about the author(s), the literary genre(s) or the conventions of classical literature, without making it directly support the analysis.

Achievement Level 2

- **Development of an argument**: Students at Achievement Level 2 attempt to summarize the passage(s) but may do so in a disorganized or confusing manner, presenting select details that may not be connected to a main idea for an argument. They may offer comments that are vague or even unrelated to the task. Students at this level produce work that only partially addresses the task.

- **Use of Latin textual examples**: Students at Achievement Level 2 tend to support their discussion of the passage(s) by citing individual Latin words or short phrases taken out of context. Some students at this level produce a generally accurate summary of isolated parts of the passage(s) with no Latin cited at all; others base the response on a clearly inaccurate understanding of the Latin.

- **Inferences and conclusions**: Students at Achievement Level 2 may be unable to make inferences based on the passage(s), relying instead on their understanding of what is directly stated. They also may make incorrect assumptions or draw inappropriate conclusions, and they may misjudge the author's point of view, tone, or implied opinions about people and events.

- **Analysis of language usage and stylistic features**: Students at Achievement Level 2 tend to mention rhetorical devices or stylistic features in isolation from the meaning of the passage(s).

- **Use of contextual knowledge**: Students at Achievement Level 2 may present cultural or historical information that they understand erroneously to be pertinent to the assigned passage(s). Similarly, they may make statements about the author(s), the genre(s), or conventions of classical literature that are not relevant to the assigned passage(s).

Achievement Level 1

Students at Achievement Level 1 demonstrate less ability than what is outlined for Achievement Level 2.

Readings for the Course

This required syllabus of course readings outlines the minimum amount that students are to study in Latin and in English in order to be well prepared for a successful performance on the AP Exam. Students who can progress faster through the Latin should be encouraged to read more of the required works in Latin and in English. All students should spend time throughout the year developing their ability to read Latin at sight. The length of the Latin readings in the current AP Latin: Vergil required syllabus has been reduced, while still presenting complete passages that represent crucial scenes from Books 1, 2, 4, and 6 of the *Aeneid*. Similarly, the required Latin prose readings from Caesar's *Gallic War* are complete episodes that represent important passages from that work.

Required Syllabus

Required Readings in Latin
    Vergil, *Aeneid*
        Book 1: Lines 1–209, 418–440, 494–578
        Book 2: Lines 40–56, 201–249, 268–297, 559–620
        Book 4: Lines 160–218, 259–361, 659–705
        Book 6: Lines 295–332, 384–425, 450–476, 847–899

Caesar, *Gallic War*
        Book 1: Chapters 1–7
        Book 4: Chapters 24–35 and the first sentence of Chapter 36
                (*Eodem die legati … venerunt.*)
        Book 5: Chapters 24–48
        Book 6: Chapters 13–20

Required Readings in English
    Vergil, *Aeneid*
        Books 1, 2, 4, 6, 8, 12

    Caesar, *Gallic War*
        Books 1, 6, 7

Readings in English in the Course

The required syllabus for the course includes not just readings in Latin but also readings in English from Vergil's *Aeneid* and Caesar's *Gallic War*. The purpose of the English readings is to put the Latin passages in context, with their significant themes, central characters, and key ideas. The English readings also help students relate the passages studied in Latin to the overarching themes and essential questions proposed for the course.

Understanding the broader context helps students appreciate the meaning and significance of the passages read in Latin, and to see what features are typical of the author's style and approach. For example, students have a richer understanding of the character of Aeneas when they discover how he acts at the end of the *Aeneid*; similarly, they are able to appreciate the significance of the *Aeneid* as a whole when they read how Vergil relates the work to Roman history in Books 6 and 8. When studying the *Gallic War*, students have a more complete understanding of how Caesar portrays the Gauls and the scope of the war itself when they consider the climactic events of Books 6 and 7.

Students should be asked to consider and apply their knowledge of the works as they read, translate, discuss, and analyze specific passages read in Latin. Rather than just background information, the required English readings should be seen as integral to the discussion and analysis of the Latin readings.

Reading Latin at Sight in the Course

Frequent practice in reading Latin at sight under a teacher's guidance brings many benefits to students. It builds their working vocabulary, cultivates their ability to perceive word groups, phrases, and clauses, and helps them develop the ability to deduce meaning and make revisions in light of further information. It reduces reliance on dictionaries, as students learn to infer the meaning of one word in a sentence from others they know. It helps students go beyond knowing the meanings of words in isolation by focusing their attention on the relationship between endings and functions of words.

When integrated consistently into classroom instruction, sight reading builds students' confidence and fluency in reading and enhances their overall enjoyment of Latin. It speeds their comprehension and supports their analysis of prepared syllabus passages as well. By exposing students to a variety of Latin authors and styles, teachers help them deal confidently with the sight-reading passages on the multiple-choice section of the AP Exam.

In order to develop students' ability to read Latin at sight, teachers should choose texts with relatively common vocabulary and straightforward grammar and syntax. Prose authors recommended for sight-reading work include Nepos, Cicero (but not Cicero's letters), Livy, Pliny the Younger, and Seneca the Younger rather than, say, Tacitus or Sallust. Recommended verse authors include Ovid, Martial, Tibullus, and Catullus rather than, for example, Horace, Juvenal, or Lucan. Portions of the works of Vergil and Caesar that are not included in the required reading list are also recommended for use in class to work on reading at sight. The names given here are representative of authors whose works may be used for sight-reading passages on the AP Exam — the list is neither exclusive nor exhaustive.

Terminology

This section provides terms appropriate for the upper-intermediate level of study of Latin language and literature in a North American context and is intended to give students a shared vocabulary with which to describe the grammar, syntax, and literary style of the required Latin texts. The list attempts to avoid both highly specialized and very basic terms, and focuses instead on those that are most important for precise translation, comprehension, and literary analysis in the AP course.

This list of terms is neither exclusive nor exhaustive, but rather is representative of the level of difficulty of the required Latin texts. Potential AP Exam questions may require students to demonstrate knowledge of the terms. The list does not include very basic grammar terms from first- and second-year Latin study (e.g., predicate nominative, direct object, temporal clause), nor does it include metrical terms already provided in the evidence statements of the Reading and Comprehending section. These basic terms, however, may also be tested on the AP Exam.

Grammar and Syntax

modifies, complements, is dependent on, antecedent

gerundive, gerund, supine

fearing clause, result clause, purpose clause, relative clause, relative clause of characteristic, relative clause of purpose

indirect statement, indirect question, indirect command

conditionals

mood, imperative, hortatory, or jussive subjunctive

passive periphrastic, deponent

partitive genitive, genitive with impersonal verb, genitive with adjective, genitive with verb of remembering (forgetting)

dative of possession, dative of purpose, dative with compound verb, dative of agent, dative of reference, dative with special verbs

accusative of duration of time, accusative of respect

ablative, ablative absolute, ablative of separation, ablative of comparison, ablative of specification, ablative of cause, ablative of description, ablative of degree of difference, ablative with special verbs, ablative of time when, ablative of time within which
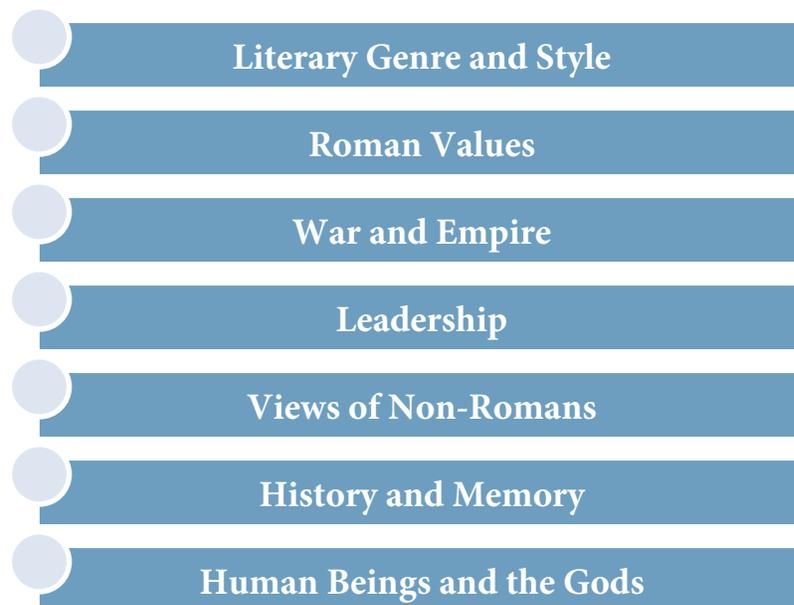
vocative

Literary Style

alliteration, anaphora, apostrophe, asyndeton, chiasmus, enjambment, hyperbaton, hyperbole, litotes, metaphor, metonymy, onomatopoeia, personification, polysyndeton, rhetorical question, simile, synchesis, tmesis

Themes and Essential Questions

As students continue to develop their language skills in the AP course, they also study various issues, historical figures, and events in the Latin texts. Organizing this historical information into thematic categories, then, promotes an integrated approach to teaching and learning that combines language, content, and culture. Themes may be incorporated into activities and assessments that target the learning objectives in the Contextualization and Analysis of Texts categories, or they may be used in class discussion to encourage students to make connections to courses in other disciplines.

Seven themes are recommended for working with the Latin texts. The themes are not intended as prescriptive or required; they merely serve as organizing concepts for activities that allow students to relate specific passages to larger questions of literature and culture, history and politics, mythology and legend, and other areas of academic inquiry.

Literary Genre and Style

Roman Values

War and Empire

Leadership

Views of Non-Romans

History and Memory

Human Beings and the Gods

One way to use themes in instructional design is through *essential questions* that guide classroom investigations, learning activities, or assessments. Essential questions are designed to spark curiosity and encourage students to consider how the content of the course relates to larger questions and debates in the study of language, literature, and the humanities in general. Essential questions allow students to investigate and express different views on issues, make connections to other disciplines, and compare products, practices, and perspectives of ancient Roman culture to their own.

Sample essential questions are provided below for each of the recommended themes. **Please note that the essential questions are not intended to represent AP Exam questions, and that neither the themes nor the essential questions are a formal requirement of the AP course.**

Theme: Literary Genre and Style

Essential Questions:

- What should we expect from a Latin epic or *commentarii* in terms of form and content? How do the authors confirm or challenge our expectations?

- What are the purposes and effects of Vergil's and Caesar's style?

- What points of view do Vergil and Caesar take when describing events? How do they represent themselves and for what purposes?

- What means do the authors use to develop characters in the works? How do the authors portray female characters?

- How do the authors use characterization to develop key themes?

Theme: Roman Values

Essential Questions:

- What values and ideals are portrayed as characteristically Roman?

- How do these values and ideals differ based on gender, ethnicity, or other criteria?

- What strengths and weaknesses of character are exemplified by individuals in the works?

- How do the texts confirm characteristic Roman values? What questions do the texts raise about Roman values?

Theme: War and Empire

Essential Questions:

- Why do wars happen? What questions do these works raise about the consequences of war?

- What questions do the works raise about diplomacy, negotiation, and peacemaking?

- What are the perspectives of Vergil and Caesar concerning Roman

imperialism? What are the perceived purposes, benefits, and costs of empire?

- What are the effects of war on women and noncombatants?

- How do the texts portray enemy groups?

Theme: Leadership

Essential Questions:

- What different types of leaders (both male and female) and leadership styles do we see in these works?

- How do leaders deal with setbacks and failures?

- How does a leader inspire others to follow?

Theme: Views of Non-Romans

Essential Questions:

- In what ways do the authors portray the various non-Roman peoples that appear in the works? What criteria do they use to evaluate these groups?

- To what extent do the authors reinforce or challenge stereotypes of these groups?

- How do the authors use these portrayals in their works?

Theme: History and Memory

Essential Questions:

- How do these works reflect the conflicts of the era in which they were written, both explicitly and implicitly?

- In what ways do the works reflect the impact of an individual on historical events?

- Within these works, how does shared experience build and sustain communities?

- How do the authors use historical *exempla* (heroic ancestors, critical events), and for what purposes?

- How do individuals in these works use their understanding of the past to create their present and future?

- How do the authors see the importance of historical events for the Roman people?

Theme: Human Beings and the Gods

Essential Questions:

- What roles do the gods play and how are they perceived? To what extent do the gods of other peoples resemble those of the Romans?

- How do the authors portray fate? How does fate affect human beings?

- How and why do human beings and gods communicate with one another?

Glossary

The following definitions are offered in order to facilitate understanding of key concepts in the curriculum framework.

Achievement level descriptions: The *achievement level descriptions* provide detailed explanations of student performance in each area of the course. Teachers can use this information to develop better insight into student performance and make appropriate adjustments to curriculum and instruction.

Context/Contextualization: A *context* of a literary work or historical event is a set of circumstances or facts surrounding it that influences its meaning or effect. Students demonstrate their understanding of contexts by explaining how the required Latin texts relate to people and events in Roman history, political ideas, features of Roman culture, and literary genres and conventions.

Cultural products, practices, and perspectives: Through their study of Latin, students gain knowledge and understanding of the relationships among products, practices and perspectives of Roman culture.

> **Products:** Cultural *products* may be tangible artifacts created by humans (e.g., a monument, a garment) or they may be intangible results of human work or thought (e.g., an oral tale, a law). Products reflect the beliefs and values of a culture.

> **Practices:** Cultural *practices* are patterns of behavior accepted by a society (e.g., private and political life, customs and ceremonies). They represent the knowledge of "what to do, when and where" in a society.

> **Perspectives:** Cultural *perspectives* are the underlying beliefs and values of a society. These ideas and attitudes serve as a base from which cultural practices are derived; they also justify the presence of cultural products.

Essential questions: One way to incorporate themes into classroom instruction is by identifying *essential questions* that guide learning activities and assessments. Though they are not AP Exam questions, essential questions allow students to investigate and express different views on issues, make connections to other disciplines, and compare products, practices, and perspectives of Roman culture to their own. In this document, essential questions are provided for each of the recommended themes, e.g., "How do individuals in these works use their understanding of the past to create their present and future?" for the theme "History

and Memory." AP teachers are welcome to use the essential questions presented in this document, and they may create their own as well.

Evidence statements: An *evidence statement* is a brief description of an observable feature of a student's work that would satisfy one of the learning objectives of the course. Evidence statements are noun phrases, e.g., "explanation of the significance of Roman cultural products (e.g., *fasces, Penates, legio*) as relevant to the Latin texts" for the learning objective "The student relates Roman cultural products in the Latin texts to perspectives of Roman culture."

Learning objectives: A *learning objective* is a specific statement about what students should know and be able to do as a result of taking the AP course. "The student" is the subject of each learning objective, e.g., "The student demonstrates knowledge of Latin vocabulary in reading passages"; "The student demonstrates an understanding of differences between Latin and English usage when translating Latin texts into English"; "The student uses knowledge of mythology and legends to demonstrate understanding of the Latin texts"; "The student develops clear and coherent arguments in English about the Latin texts."

Participating in the AP Course Audit

Schools wishing to offer AP courses must participate in the AP Course Audit. Participation in the AP Course Audit requires the online submission of two documents: the AP Course Audit form and the teacher's syllabus. The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. The syllabus, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

The curricular and resource requirements, derived from the curriculum framework, are outlined below. Teachers should use these requirements in conjunction with the AP Course Audit resources at www.collegeboard.org/apcourseaudit to support syllabus development.

Curricular Requirements

- The course is structured to allow students to complete the entire required reading list found in the curriculum framework.

- The course provides ongoing opportunities for students to translate Latin poetry and prose from the required list into English as literally as possible.

- The course provides ongoing opportunities for students to demonstrate comprehension of Latin passages from the required reading list.

- The course provides ongoing opportunities for students to demonstrate understanding of the required English readings as context for the required Latin readings.

- The course provides ongoing opportunities for students to demonstrate comprehension of non-syllabus-based Caesar and Vergil passages and passages from other authors by reading at sight.

- The course provides ongoing opportunities for students to enhance comprehension of Latin passages by reading aloud.

- The course provides ongoing opportunities for students to scan dactylic hexameter in Latin poetry.

- The course provides ongoing opportunities for students to learn and use specific terminology in their study of the required Latin texts.

- The course provides ongoing opportunities for students to relate the required Latin passages to Roman historical, cultural, and literary contexts.

- The course provides opportunities for students to interpret and analyze the required Latin passages in essays and other written responses.

Resource Requirements

- The school ensures that each student has access to his or her own copy of the required passages of *Vergil's Aeneid* and Caesar's *Gallic War* in Latin and the entire works in English.

Exam Information

The AP Latin Exam will assess student ability to read, understand, translate, and analyze Latin poetry and prose. The exam will focus not only on translating the required Latin readings with an accuracy that reflects precise understanding of the Latin but also on reading and comprehending new passages at sight. Additionally, students will be expected to describe and analyze Latin grammar, syntax, and style, and to connect the texts that they read with the people, practices, and events that shaped the ancient Roman world.

Section I, the multiple-choice section, assesses students' understanding of the required poetry and prose syllabus readings, as well as their ability to read at sight. Students are asked questions that target a range of cognitive abilities that focus on reading and comprehending Latin poetry and prose, and relating the Latin texts to Roman historical, cultural, and literary contexts.

Section I begins with two tasks that target the required syllabus readings. These two tasks contain approximately 10 questions each and are based on excerpts from the required syllabus readings for poetry from Vergil's *Aeneid* and for prose from Caesar's *Gallic War*. Throughout these tasks, students answer questions on vocabulary, syntax, grammatical terminology, political, historical, and cultural contexts, scansion (in poetry), stylistic features, and general comprehension.

Section I continues with two tasks that target sight reading. These two tasks contain approximately 15 questions each and are based on one poetry selection and one prose selection that are not part of the required readings. The sight readings are selected following the recommendations for selecting sight-reading texts presented in this course and exam description. In these two tasks students again answer questions on vocabulary, syntax, grammatical terminology, political, historical, and cultural contexts, scansion (in poetry), stylistic features, and general comprehension.

In total, the multiple-choice section contains 50 questions, lasts approximately 60 minutes, and accounts for 50 percent of the overall AP Exam score.

Section II, the free-response section, assesses students' ability in reading and comprehending, translation, contextualization, and analysis of texts. Students are assessed on their ability to translate syllabus passages as literally as possible, and also answer general comprehension questions as well as translation, grammar identification, and cultural reference questions. Students are also assessed on their ability to analyze linguistic and literary features of Latin texts by producing a written comparative

analysis of texts. In this section of the exam, students are given two translations, one essay question, and two sets of short answer questions to complete in 120 minutes, including a 15-minute reading period. They may answer the questions in any order, and recommended times are printed in the exam booklet (15 minutes for translations and the short answer sets, 45 minutes for the analytical essay).

Questions 1 and 2 in this section, the Vergil translation and the Caesar translation, require students to read syllabus-based passages from Vergil's *Aeneid* and Caesar's *Gallic War*, respectively, and provide a literal translation of the Latin text.

Question 3, the analytical essay, provides students with two excerpts from the required readings. The excerpts may be two passages from the required Vergil readings or two passages from the required Caesar readings. If two passages from each of the readings are provided, the passages relate to one another by character, theme, or event. The excerpts may also be one passage from the required Vergil readings and one passage from the required Caesar readings, in which case the passages relate to one another by theme or event. In a well-developed essay, students must provide an analysis of the texts and must refer specifically to the Latin found in the excerpts throughout to support their arguments.

Questions 4 and 5, Short Answers: Vergil and Short Answers: Caesar, require students to read syllabus-based passages from Vergil's *Aeneid* and Caesar's *Gallic War*, respectively, and answer a series of questions, including literal translations, scansion (for poetry), grammatical constructions, contextualization, and connections to the English readings.

In total, the free-response section contains 5 questions, lasts 120 minutes, and accounts for 50 percent of the student's overall AP Exam score. Each translation question accounts for 7.5 percent of the total score, the analytical essay accounts for 20 percent of the total score, and the combined score on the short answers accounts for 15 percent of the total score.

Section	Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice	**50**	**50%**	**60 minutes**
Syllabus Reading: Vergil	Approx. 20 questions	50%	60 minutes
Syllabus Reading: Caesar			
Sight Reading: Poetry	Approx. 30 questions		
Sight Reading: Prose			
Section II: Free Response		**50%**	**120 minutes (includes 15-minute reading period)**
Translation: Vergil	1 passage	7.5%	Suggested time: 15 minutes
Translation: Caesar	1 passage	7.5%	Suggested time: 15 minutes
Analytical Essay	1 prompt	20%	Suggested time: 45 minutes
Short Answers: Vergil	5–7 questions	15%	Suggested time: 15 minutes
Short Answers: Caesar	5–7 questions		Suggested time: 15 minutes

About This Publication

This course and exam description includes a representative sample of the types of multiple-choice questions that will be found on the AP Latin Exam, as well as a full set of free-response questions. The types of tasks and the level of difficulty in these sample questions are comparable to what students will encounter on an actual exam. As a guide for teachers, the sample exam items in this course and exam description include an answer key and an indication of the learning objective(s) from the curriculum framework targeted by each item

Sample Multiple-Choice Questions with Targeted Learning Objectives

Syllabus Reading: Vergil

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.

Aeneas and the Sibyl approach the River Styx.

Ergo iter inceptum peragunt fluvioque propinquant.
Navita quos iam inde ut Stygia prospexit ab unda
per tacitum nemus ire pedemque advertere ripae,
sic prior adgreditur dictis atque increpat ultro:
5   "Quisquis es, armatus qui nostra ad flumina tendis,
fare age, quid venias, iam istinc et comprime gressum.
Umbrarum hic locus est, somni noctisque soporae:
corpora viva nefas Stygia vectare carina.
Nec vero Alciden me sum laetatus euntem
10   accepisse lacu, nec Thesea Pirithoumque,
dis quamquam geniti atque invicti viribus essent."

1. <u>Navita</u> (line 2) refers to

   (A) Aeneas

   (B) Charon

   (C) a voyage

   (D) a ship

   > **Targeted Learning Objective:**
   > - The student uses knowledge of mythology and legends to demonstrate understanding of the Latin texts.

2. With the words <u>comprime gressum</u> (line 6), the speaker urges someone to

   (A) back up

   (B) turn around

   (C) stop

   (D) proceed

   > **Targeted Learning Objective:**
   > - The student explains the meaning of specific Latin words and phrases in context.

3. The metrical pattern of the first four feet of line 7 (<u>Umbrarum</u> …
    <u>soporae</u>) is

    (A) spondee-dactyl-spondee-spondee

    (B) dactyl-dactyl-spondee-spondee

    (C) dactyl-spondee-spondee-spondee

    (D) spondee-dactyl-dactyl-spondee

    > **Targeted Learning Objective:**
    > • The student scans dactylic hexameter in Latin poetry.

4. Line 8 (<u>corpora</u> … <u>carina</u>) is translated

    (A) bodies of the wicked travel swiftly on the Stygian boat

    (B) the lively boat carries bodies of the wicked across the Styx

    (C) it is forbidden for living bodies to be transported by the Stygian
        boat

    (D) it is forbidden to carry living bodies in the Stygian boat

    > **Targeted Learning Objective:**
    > • The student demonstrates overall comprehension of passages in
    >   Latin texts.

5. The name *Alciden* (line 9) refers to Hercules, who is described
    elsewhere in the *Aeneid* as visiting the home of

    (A) Evander

    (B) Latinus

    (C) Priam

    (D) Juturna

    > **Targeted Learning Objective:**
    > • The student uses knowledge of mythology and legends to
    >   demonstrate understanding of the Latin texts.

6. A stylistic device used in line 11 (<u>dis</u> … <u>essent</u>) is

   (A) chiasmus

   (B) metonymy

   (C) tmesis

   (D) metaphor

   > **Targeted Learning Objective:**
   > • The student identifies stylistic features in Latin poetry and prose.

7. The epic characteristic illustrated in the passage is

   (A) invocation of the Muse

   (B) descent into the underworld

   (C) hospitality shown to a guest

   (D) intervention of the gods

   > **Targeted Learning Objective:**
   > • The student uses knowledge of authors or literary conventions to demonstrate understanding of the Latin texts.

Syllabus Reading: Caesar

Caesar sends a message to Quintus Cicero, whose camp is under siege by the Gauls.

Tum cuidam ex equitibus Gallis magnis praemiis
   persuadet uti ad Ciceronem epistolam deferat. Hanc
   Graecis conscriptam litteris mittit, ne intercepta
   epistola nostra ab hostibus consilia cognoscantur. Si
5   adire non possit, monet ut tragulam[1] cum epistola ad
   amentum[2] deligata intra munitionem castrorum abiciat.
   In litteris scribit se cum legionibus profectum celeriter
   adfore; hortatur ut pristinam virtutem retineat. Gallus
   periculum veritus, ut erat praeceptum, tragulam mittit.
10   Haec casu ad turrim adhaesit neque ab nostris biduo
   animadversa tertio die a quodam milite conspicitur,
   dempta ad Ciceronem defertur. Ille perlectam in
   conventu militum recitat maximaque omnes laetitia
   adficit. Tum fumi incendiorum procul videbantur;
15   quae res omnem dubitationem adventus legionum
   expulit.

[1]tragula, -ae, f.: javelin
[2]amentum, -i, n.: strap for throwing javelin

8.   In lines 1–2 (Tum … deferat), we learn that

(A) the Gauls brought rewards to Cicero

(B) the Gauls' horses were very valuable

(C) a cavalryman was willing to help the Romans

(D) Cicero asked a cavalryman to deliver a letter

Targeted Learning Objectives:
- The student demonstrates overall comprehension of passages in Latin texts.
- The student demonstrates knowledge of Latin syntax to read and comprehend Latin texts.

9. In lines 3–4, the grammatical function of <u>intercepta epistola</u> is

    (A) subject

    (B) predicate nominative

    (C) direct object

    (D) ablative absolute

    > **Targeted Learning Objective:**
    > * The student uses specific terminology to identify grammatical forms and syntactic structures.

10. In line 6, <u>deligata</u> is translated

    (A) delegated

    (B) fastened

    (C) selected

    (D) beloved

    > **Targeted Learning Objective:**
    > * The student demonstrates knowledge of Latin vocabulary in reading passages.

11. We can infer from <u>cum legionibus</u> (line 7) that the number of soldiers Caesar had with him was

    (A) about a dozen

    (B) about a hundred

    (C) several hundred

    (D) several thousand

    > **Targeted Learning Objective:**
    > * The student relates Roman cultural products in the Latin texts to perspectives of Roman culture.

12. The antecedent of <u>Haec</u> (line 10) is

    (A) <u>litteris</u> (line 7)

    (B) <u>virtutem</u> (line 8)

    (C) <u>tragulam</u> (line 9)

    (D) <u>turrim</u> (line 10)

> **Targeted Learning Objective:**
> - The student demonstrates knowledge of Latin syntax to read and comprehend Latin texts.

13. From lines 12–14 (<u>Ille</u> … <u>adficit</u>), we can infer that Cicero's soldiers

    (A) decided to surrender

    (B) knew that help was coming

    (C) prepared for a long siege

    (D) spared the lives of the hostages

> **Targeted Learning Objectives:**
> - The student demonstrates overall comprehension of passages in Latin texts.
> - The student demonstrates knowledge of Latin syntax to read and comprehend Latin texts.

14. Quintus Cicero's relationship to Marcus Cicero was

    (A) son

    (B) father

    (C) cousin

    (D) brother

> **Targeted Learning Objective:**
> - The student uses knowledge of influential people and key historical events to demonstrate understanding of the Latin texts.

Sight Reading: Poetry

Observations on the lives of bees

    Omnibus una quies operum, labor omnibus unus:
    mane ruunt portis; nusquam mora; rursus easdem
    vesper ubi e pastu[1] tandem decedere campis
    admonuit, tum tecta petunt, tum corpora curant;
5   fit sonitus, mussantque[2] oras et limina circum.
    Post, ubi iam thalamis se composuere, siletur
    in noctem fessosque sopor suus occupat artus.
    Nec vero a stabulis pluvia impendente recedunt
    longius aut credunt caelo adventantibus Euris,
10   sed circum tutae sub moenibus urbis aquantur,[3]
    excursusque breves temptant et saepe lapillos,[4]
    ut cumbae[5] instabiles fluctu iactante saburram,[6]
    tollunt, his sese per inania nubila librant.

[1]e pastu: "after feeding"
[2]musso, -are: buzz, hum
[3]aquor, -ari: fetch water
[4]lapillus, -i, m.: pebble
[5]cumba, -ae, f.: small boat, skiff
[6]saburra, -ae, f.: sand used as ballast or counterweight

15. In line 1 (Omnibus … unus), we learn that all the bees

    (A) work individually

    (B) work quietly

    (C) have the same schedule

    (D) look out for one another

> **Targeted Learning Objective:**
> - The student demonstrates overall comprehension of passages in Latin texts.

16. In line 2, <u>mane</u> is translated

(A) wait

(B) in the morning

(C) warn

(D) by hand

> **Targeted Learning Objective:**
> • The student demonstrates knowledge of Latin vocabulary in reading passages.

17. In line 2, <u>portis</u> is an ablative of

(A) separation

(B) comparison

(C) cause

(D) specification

> **Targeted Learning Objective:**
> • The student uses specific terminology to identify grammatical forms and syntactic structures.

18. In line 7, –<u>que</u> connects

(A) <u>siletur</u> (line 6) and <u>sopor</u> (line 7)

(B) <u>siletur</u> (line 6) and <u>occupat</u> (line 7)

(C) <u>noctem</u> (line 7) and <u>fessos</u> (line 7)

(D) <u>fessos</u> (line 7) and <u>artus</u> (line 7)

> **Targeted Learning Objective:**
> • The student demonstrates knowledge of Latin syntax to read and comprehend Latin texts.

19. The metrical pattern of the first four feet of line 8 (<u>Nec</u> … <u>recedunt</u>) is

    (A) spondee-spondee-dactyl-dactyl

    (B) spondee-spondee-dactyl-spondee

    (C) spondee-dactyl-dactyl-dactyl

    (D) spondee-dactyl-dactyl-spondee

    > **Targeted Learning Objective:**
    > • The student scans dactylic hexameter in Latin poetry.

20. In line 9, the case of <u>caelo</u> is dependent on

    (A) <u>recedunt</u> (line 8)

    (B) <u>longius</u> (line 9)

    (C) <u>credunt</u> (line 9)

    (D) <u>adventantibus</u> (line 9)

    > **Targeted Learning Objective:**
    > • The student demonstrates knowledge of Latin syntax to read and comprehend Latin texts.

21. The case and number of <u>excursus</u> (line 11) are

    (A) nominative singular

    (B) nominative plural

    (C) genitive singular

    (D) accusative plural

    > **Targeted Learning Objective:**
    > • The student uses specific terminology to identify grammatical forms and syntactic structures.

22. In line 13, <u>tollunt</u> is translated

    (A) pick up

    (B) destroy

    (C) roll

    (D) tax

    > **Targeted Learning Objective:**
    > • The student explains the meaning of specific Latin words and phrases in context.

Sight Reading: Prose

Pliny writes to a friend about working days and vacation time.

Nam si quem interroges "Hodie quid egisti?",
respondeat: "Officio togae virilis interfui, sponsalia[1]
aut nuptias frequentavi, ille me ad signandum
testamentum, ille in advocationem, ille in consilium
5   rogavit." Haec quo die feceris, necessaria, eadem, si
cotidie fecisse te reputes, inania videntur, multo magis
cum secesseris.[2] Tunc enim subit recordatio: "Quot
dies quam frigidis rebus absumpsi!" Quod evenit
mihi, postquam in Laurentino[3] meo aut lego aliquid
10   aut scribo aut etiam corpori vaco, cuius fulturis[4]
animus sustinetur. Nihil audio quod audisse, nihil dico
quod dixisse paeniteat; nemo apud me quemquam
sinistris sermonibus carpit,[5] neminem ipse reprehendo,
nisi tamen me cum parum commode scribo; nullā spe,
15   nullo timore sollicitor, nullis rumoribus inquietor:
mecum tantum et cum libellis loquor.

[1]sponsalia, -ium, n. pl.: a betrothal ceremony
[2]secedo, -cedere, -cessi, -cessum: withdraw from Rome into the country
[3]Laurentinum, -i, n.: Pliny's seaside villa
[4]fultura, -ae, f.: prop, support
[5]carpo, -ere, carpsi, carptum: criticize, attack

23. In line 1, quem is translated

    (A) whom

    (B) someone

    (C) which

    (D) him

> **Targeted Learning Objective:**
> - The student explains the meaning of specific Latin words and phrases in context.

24. In line 2, <u>Officio togae virilis</u> refers to

    (A) the coming-of-age ceremony

    (B) greeting one's patron in the morning

    (C) performing a public sacrifice

    (D) dressing properly to run for office

    > **Targeted Learning Objective:**
    > • The student identifies references to Roman culture, history, and mythology in Latin texts.

25. In line 5, <u>die</u> is ablative of

    (A) manner

    (B) specification

    (C) time within which

    (D) time when

    > **Targeted Learning Objective:**
    > • The student uses specific terminology to identify grammatical forms and syntactic structures.

26. <u>Quot</u> … <u>absumpsi</u> (lines 7–8) is translated

    (A) How many days I have wasted with such boring things!

    (B) How boring it was wasting these days with such things!

    (C) How much of a day did I waste with such boring things!

    (D) How did I waste such a day with boring things!

    > **Targeted Learning Objective:**
    > • The student demonstrates knowledge of Latin syntax to read and comprehend Latin texts.

27. What feature of literary style occurs in lines 8–11 (<u>Quod …</u> <u>sustinetur</u>) ?

    (A) Litotes

    (B) Polysyndeton

    (C) Apostrophe

    (D) Personification

    > **Targeted Learning Objective:**
    > • The student identifies stylistic features in Latin poetry and prose.

28. In lines 12–13 (<u>nemo apud me</u> … <u>reprehendo</u>), we learn that at Pliny's house

    (A) no one criticizes anyone else

    (B) anyone can criticize anything

    (C) Pliny criticizes everyone

    (D) people criticize Pliny

    > **Targeted Learning Objectives:**
    > - The student demonstrates overall comprehension of passages in Latin texts.
    > - The student demonstrates knowledge of Latin syntax to read and comprehend Latin texts.

29. In lines 13–14 (<u>neminem</u> … <u>scribo</u>), we learn that Pliny gets upset only when

    (A) no one comes to visit him

    (B) his neighbor drops by unannounced

    (C) he does not like what he has written

    (D) he has little to write about

    > **Targeted Learning Objective:**
    > - The student demonstrates overall comprehension of passages in Latin texts.

30. According to <u>mecum</u> … <u>loquor</u> (line 16), in what pastime does Pliny indulge?

    (A) Reading

    (B) Swimming

    (C) Hunting

    (D) Gardening

    > **Targeted Learning Objective:**
    > - The student demonstrates overall comprehension of passages in Latin texts.

Answers to Multiple-Choice Questions

1. B	11. D	21. D
2. C	12. C	22. A
3. A	13. B	23. B
4. D	14. D	24. A
5. A	15. C	25. D
6. A	16. B	26. A
7. B	17. A	27. B
8. C	18. B	28. A
9. D	19. D	29. C
10. B	20. C	30. A

Sample Free-Response Questions with Targeted Learning Objectives

Directions: Read the following passages carefully, and answer ALL of the questions. 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 1 — Translation: Vergil

(Suggested time: 15 minutes)

"O regina, novam cui condere Iuppiter urbem
iustitiaque dedit gentes frenare superbas,
Troes te miseri, ventis maria omnia vecti,
oramus, prohibe infandos a navibus ignes,
parce pio generi, et propius res aspice nostras."

Aeneid 1. 522–526

Translate the passage above as literally as possible.

> **Targeted Learning Objectives:**
> - The student demonstrates knowledge of Latin vocabulary when translating Latin texts into English.
> - The student demonstrates knowledge of Latin morphology when translating Latin texts into English.
> - The student demonstrates knowledge of Latin grammar and syntax when translating Latin texts into English.
> - The student demonstrates an understanding of differences between Latin and English usage when translating Latin texts into English.

Question 2 — Translation: Caesar

(Suggested time: 15 minutes)

Ubi de eius adventu Helvetii certiores facti sunt, legatos ad eum mittunt nobilissimos civitatis, cuius legationis Nammeius et Verucloetius principem locum obtinebant, qui dicerent sibi esse in animo sine ullo maleficio iter per provinciam facere.

Bellum Gallicum **1. 7. 3**

Translate the passage above as literally as possible.

> **Targeted Learning Objectives:**
> - The student demonstrates knowledge of Latin vocabulary when translating Latin texts into English.
> - The student demonstrates knowledge of Latin morphology when translating Latin texts into English.
> - The student demonstrates knowledge of Latin grammar and syntax when translating Latin texts into English.
> - The student demonstrates an understanding of differences between Latin and English usage when translating Latin texts into English.

Question 3 — Analytical Essay

(Suggested time: 45 minutes)

(A)

Quae civitates commodius suam rem publicam administrare existimantur, habent legibus sanctum, si quis quid de re publica a finitimis rumore aut fama acceperit, uti ad magistratum deferat neve cum quo alio communicet, quod saepe homines temerarios atque imperitos falsis rumoribus terreri et ad facinus impelli et de summis rebus consilium capere cognitum est.

Bellum Gallicum 6. 20. 1–2

(B)

Extemplo Libyae magnas it Fama per urbes,
Fama, malum qua non aliud velocius ullum:
                    …
nocte volat caeli medio terraeque per umbram
stridens, nec dulci declinat lumina somno;
luce sedet custos aut summi culmine tecti
turribus aut altis, et magnas territat urbes,
tam ficti pravique tenax quam nuntia veri.
Haec tum multiplici populos sermone replebat
gaudens, et pariter facta atque infecta canebat.

Aeneid 4. 173–174; 184–190

In the passages above, Caesar and Vergil discuss rumor. In a well-developed essay, analyze the ways in which each author portrays the impact of rumor.

BE SURE TO REFER SPECIFICALLY TO THE LATIN **THROUGHOUT** THE PASSAGES TO SUPPORT THE POINTS YOU MAKE IN YOUR ESSAY. Do NOT simply summarize what the passages say.

(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.)

Targeted Learning Objectives:
- The student analyzes linguistic and literary features of Latin texts in essays and other written responses.
- The student reads and comprehends Latin poetry and prose from the syllabus with appropriate assistance.
- The student develops clear and coherent arguments in English about Latin texts.
- The student demonstrates overall comprehension of passages in Latin texts.
- The student analyzes the effects of language usage and stylistic features in the Latin texts.
- The student analyzes the Latin texts based on knowledge of products, practices, and perspectives of Latin culture.

Question 4 — Short Answers: Vergil

(Suggested time: 15 minutes)

"Excudent alii spirantia mollius aera
(credo equidem), vivos ducent de marmore vultus,
orabunt causas melius, caelique meatus
describent radio et surgentia sidera dicent:
tu regere imperio populos, Romane, memento
(hae tibi erunt artes), pacique imponere morem,
parcere subiectis et debellare superbos."

Aeneid **6. 847–853**

Answer the following questions in **English** unless the question specifically asks you to write out Latin words.

1. Name the speaker of these words.

2. Write out and scan line 4 (describent … dicent).

3. According to lines 1–4 (Excudent … dicent), what is one occupation that others do better than the Romans? Write out the Latin that supports your answer.

4. Translate memento (line 5) and name its mood.

5. When in Book 12 does Aeneas himself refuse parcere subiectis (line 7) ? Why does he act this way?

> **Targeted Learning Objectives:**
> - The student demonstrates overall comprehension of passages in Latin texts.
> - The student scans dactylic hexameter in Latin poetry.
> - The student demonstrates knowledge of Latin vocabulary when translating Latin texts into English.
> - The student demonstrates knowledge of Latin morphology when translating Latin texts into English.
> - The student demonstrates knowledge of Latin grammar and syntax when translating Latin texts into English.
> - The student uses specific terminology to identify grammatical forms and syntactic structures.
> - The student uses knowledge of mythology and legends to demonstrate understanding of the Latin texts.

Question 5 — Short Answers: Caesar

(Suggested time: 15 minutes)

Atque nostris militibus cunctantibus, maxime propter altitudinem maris, qui decimae legionis aquilam ferebat, contestatus deos, ut ea res legioni feliciter eveniret, "Desilite," inquit "milites, nisi vultis aquilam hostibus prodere: ego certe meum rei publicae atque imperatori officium praestitero." Hoc cum voce magna dixisset, se ex navi proiecit atque in hostes aquilam ferre coepit. Tum nostri cohortati inter se, ne tantum dedecus admitteretur, universi ex navi desiluerunt.

Bellum Gallicum 4. 25. 3–5

Answer the following questions in **English** unless the question specifically asks you to write out Latin words.

1. In line 1 (Atque … maris), why are the Roman soldiers hesitating?

2. Who is the speaker of the words "Desilite … milites" (lines 2–3) ?

3. Why is the aquilam (line 3) important to the soldiers?

4. According to lines 4–5 (Hoc … coepit), what is one of the things the speaker does after he finishes speaking? Translate ne tantum dedecus admitteretur (lines 5–6) and identify the grammatical construction.

5. Give a specific example of how Caesar demonstrates his opinion of the tenth legion elsewhere in the *Bellum Gallicum*.

> **Targeted Learning Objectives:**
> - The student demonstrates overall comprehension of passages in Latin texts.
> - The student relates Roman cultural products in the Latin texts to perspectives of Roman culture.
> - The student demonstrates knowledge of Latin vocabulary when translating Latin texts into English.
> - The student demonstrates knowledge of Latin morphology when translating Latin texts into English.
> - The student demonstrates knowledge of Latin grammar and syntax when translating Latin texts into English.
> - The student uses knowledge of influential people and key historical events to demonstrate understanding of the Latin texts.

Scoring Guidelines

Question 1 — Translation: Vergil

"O regina, novam cui condere Iuppiter urbem
iustitiaque dedit gentes frenare superbas,
Troes te miseri, ventis maria omnia vecti,
oramus, prohibe infandos a navibus ignes,
parce pio generi, et propius res aspice nostras."

<div align="center">

***Aeneid* 1. 522–526**

</div>

Translation

"O queen, to whom Jupiter has granted to found a new city, and to restrain the haughty tribes with justice, we, unhappy Trojans, carried over all seas by the winds, beg you: keep the unspeakable fires away from our ships; spare a pious race, and look more closely at our affairs."

15 points total; 1 point for each segment

1. *O regina*
2. *cui Iuppiter dedit*
3. *condere novam urbem*
4. *iustitiaque frenare*
5. *superbas gentes*
6. *Troes miseri*
7. *vecti ventis*
8. *maria omnia*
9. *te oramus*
10. *prohibe*
11. *infandos ignes*
12. *a navibus*
13. *parce pio generi*
14. *et aspice propius*
15. *res nostras*

1. *O regina*: (Oh/O) queen; *O* need not be translated, but *regina* must be construed as vocative

2. *cui Iuppiter dedit*: to whom Jupiter (has) granted/given, whom Jupiter (has)

allowed/permitted

3. *condere novam urbem*: to found/establish/build a new city/(walled) town

4. *iustitia*: with/by means of justice/equity/righteousness; must be construed as ablative of means
-que: and
frenare: (to) restrain/bridle/govern/keep in check; *to* may be omitted if used previously to translate *condere*

5. *superbas gentes*: (the) haughty/proud tribes/races/peoples/nations; must be construed as direct object of *frenare*

6. *Troes miseri*: wretched/unhappy/miserable/unfortunate Trojans

7. *vecti*: carried/borne/conveyed, having traveled/sailed
ventis: by/on the winds

8. *maria omnia*: over/on/across all seas; must be translated as a prepositional phrase if *vecti* is translated as passive (e.g., "carried"), may be translated as direct object if *vecti* is translated as transitive (e.g., "having traveled")

9. *te oramus*: we beg/implore/beseech you

10. *prohibe*: hold back/keep away/keep off/ward off/avert; must be construed as imperative

11. *infandos ignes*: unspeakable/abominable/atrocious fires; must be rendered as plural

12. *a navibus*: from the ships

13. *parce*: spare/be sparing to; must be construed as imperative
pio generi: a pious/dutiful/devout race/people/nation

14. *et*: and
aspice: look upon/look at/regard/consider; must be construed as imperative
propius: more closely

15. *res nostras*: our affairs/circumstances; must be construed as object of *aspice*

Question 2 — Translation: Caesar

Ubi de eius adventu Helvetii certiores facti sunt, legatos ad eum mittunt nobilissimos civitatis, cuius legationis Nammeius et Verucloetius principem locum obtinebant, qui dicerent sibi esse in animo sine ullo maleficio iter per provinciam facere.

Bellum Gallicum **1. 7. 3**

Translation

When the Helvetii have been informed of his arrival, they send to him the most eminent (men) of the state as ambassadors, of which embassy Nammeius and Verucloetius occupied the chief position, to say that they have it in mind to make a journey through the province without any mischief.

15 points total; 1 point for each segment

1. *Ubi Helvetii*
2. *de eius adventu*
3. *certiores facti sunt*
4. *ad eum mittunt*
5. *legatos nobilissimos*
6. *civitatis*
7. *cuius legationis*
8. *principem locum*
9. *Nammeius et Verucloetius obtinebant*
10. *qui dicerent*
11. *sibi esse*
12. *in animo*
13. *sine ullo maleficio*
14. *iter facere*
15. *per provinciam*

Acceptable Translations

1. *Ubi*: when
   Helvetii: the Helvetians, the Helvetii; must be construed as subject

2. *de*: about, concerning, of
   eius: his, of him; must be construed as modifying *adventu*
   adventu: (the) arrival/approach; must be construed as object of *de*

3. *certiores facti sunt*: were/have been made more certain, were/have been informed/apprised; may be construed as past perfect ("had been") only if *mittunt* is translated as simple past ("sent")

4. *ad eum*: to him
   mittunt: sent/sends

5. *legatos*: (as) ambassadors/envoys/emissaries/legates/deputies
   nobilissimos: noblest/most noble/very noble/most eminent/most famous (men); must be construed as superlative; may be construed as adjective modifying *legatos* or as substantive in apposition with *legatos*

6. *civitatis*: of the city/state/nation/tribe, the city's/state's/nation's/tribe's

7. *cuius legationis*: of which/this/whose embassy/legation

8. *principem locum*: the chief/first/principal place/position/rank; must be construed as direct object

9. *Nammeius et Verucloetius*: Nammeius and Verucloetius; must be construed as subject
   obtinebant: held/possessed/occupied, were holding/possessing/occupying

10. *qui dicerent*: (in order) to say, so that they might say, who were to/might/should/would say; must be construed as expressing purpose

11. *sibi esse*: that it was/is … their (mind)/for them, that they had/have (it); must be construed as past if *mittunt* is construed as past, present if *mittunt* is construed as present

12. *in animo*: in (their) mind(s)

13. *sine ullo maleficio*: without any misdeed/offense/misbehavior/mischief

14. *iter facere*: to make a journey/march, to march

15. *per provinciam*: through/across the province

Question 3 — Analytical Essay

5 Strong	- The essay provides a well-developed, nuanced analysis of the ways in which both Vergil and Caesar portray the impact of rumor. - The analysis is supported by relevant details and evidence drawn from throughout both passages. - References to the Latin are accurate, specific, and relevant. - Inferences made and conclusions drawn fully support the analysis. - Any examples of language usage and/or stylistic features are well developed and support the analysis. - Any contextual references are specific and accurate, and support the analysis.
4 Good	- The essay provides analysis of the ways in which both Vergil and Caesar portray the impact of rumor, though it may not be nuanced. - The analysis is supported by the citation of main ideas and some supporting details, with evidence drawn from throughout both passages. - References to the Latin are accurate, specific, and generally relevant. - Some inferences may be drawn but the essay relies more on what is directly stated in the passages; occasional errors in inferences may occur. - Any examples of language usage and/or stylistic features may not be well developed and/or may not support the analysis. - Any contextual references used to support the argument may not be specific and/or accurate.
3 Fair	- The essay provides discussion about the ways in which both Vergil and Caesar portray the impact of rumor, but it may be uneven, inadequately developed, and/or primarily focused on only one of the passages. - The discussion is supported by main ideas but few supporting details and relies on summary rather than analysis. - References to the Latin are accurate but may be limited or not connected to the focus of the discussion. - The essay may show partial understanding of information that is not stated but implied; few inferences are made. - Any examples of language usage and/or stylistic features may not be connected to the discussion. - Any contextual references made are not connected effectively to the discussion.
2 Weak	- The essay provides discussion about the ways in which both Vergil and Caesar portray the impact of rumor, but the discussion may be confusing and lack organization. - There may be limited discussion of both passages or an adequate discussion of one passage and failure to recognize the other. - The discussion consists of summary, not analysis. - References to the Latin, if any, are limited and there is little or no understanding of the meaning and context. - Inferences based on the passages are not accurate, and assumptions are incorrect. - No meaningful examples of language usage and/or stylistic features are provided. - No meaningful contextual references are made.

1 **Poor**	• The essay shows some understanding of the question but contains no meaningful discussion about the ways in which Vergil and Caesar portray the impact of rumor. It provides some correct, relevant information. • Either no Latin or only individual words are cited; no understanding of the meaning and context of either passage is demonstrated. • The essay makes no inferences based on the passages. • No meaningful examples of language usage and/or stylistic features are provided. • No meaningful contextual references are made.
0 **Unacceptable**	• The response is totally irrelevant, totally incorrect, or merely restates the question. • The response demonstrates no understanding of the Latin in context.
—	• The page is blank or the response is off-task (e.g., drawing, personal letter).

Question 4 — Short Answers: Vergil

Question Number	Points	Possible Answers
1	**1 point**	Anchises
2	**1 point**	Dēscrīb|ēnt rădĭo‿ēt sūr|gēntĭă | sīdĕră |dīcēnt ["‿" means ellision] Note: To recieve full credit, students need only mark long (¯) and short (˘) syllables; they may also mark elisions (‿) or divisions between metrical feet (|) but are not required to do so.

3	**2 points:**
	1 point for the occupation and 1 point for the supporting Latin
		Any one of the following answers is acceptable:
		• Sculptor/Artist:
		  (in bronze): "Excudent alii spirantia mollius aera"
		  (in marble): "Excudent alii vivos de marmore vultus"
		• Lawyer: "orabunt causas melius"
		• Astronomer: "caelique meatus describent radio" "surgentia sidera dicent"

4	**2 points:** **1 point for the translation and 1 point for the mood**	• Translation: "remember/be mindful" • Mood: imperative
5	**2 points:** **1 point for the occasion and 1 point for the reason(s) for Aeneas' actions**	• Occasion: the fight between Aeneas and Turnus when Aeneas refuses to spare Turnus/kills Turnus • Reason: Aeneas sees Pallas's sword-belt/baldric worn by Turnus and this enrages him

Question 5 — Short Answers: Caesar

Question Number	Points	Possible Answers
1	1 point	Because of the depth of the sea
2	1 point	The soldier who bore the eagle/standard of the 10th legion
3	1 point	The soldiers follow where it leads/it serves as a rallying point for the legion/it is the symbol of the Roman army
4	1 point	Possible answers: • He throws himself from the ship/jumps off the ship into the water • He begins to carry the eagle against the enemy
5	**2 points:** **1 point for the translation and** **1 point for the grammatical construction**	Translation: • in order that/so that so great a shame not be allowed/lest so great a shame be allowed • in order that/so that so great a disgrace not be incurred/lest so great a disgrace be incurred Grammatical construction: • negative purpose clause • indirect command [dependent on *cohortati*]
6	1 point	Possible answers: • Caesar especially trusts the tenth legion because of its bravery. [Book 1.40] • Caesar had the soldiers of the tenth legion ride on horseback temporarily so that he could have his favorite troops as a bodyguard. In this way, he would not break his agreement with Ariovistus that each could come to their meeting attended only by mounted guards. [Book 1.41–42] • Caesar describes how the tenth legion plays a crucial role in stopping Vercingetorix at Alesia. [Book 7.51]

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