

About the Advanced Placement Program[®] (AP[®])

The Advanced Placement Program[®] enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

AP World Languages and Cultures Program

The AP World Languages and Cultures program features eight courses and exams and includes the following languages: Chinese, French, German, Italian, Japanese, Latin, and Spanish (both Language and Literature courses).

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also provides them with access to perspectives and knowledge that is only available through the language and culture. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

AP Latin Course Overview

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's *Aeneid* and Caesar's *Gallic War*. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

PREREQUISITE

There are no prerequisites; however, students are typically in their fourth year of high-school-level study.

Course Content

The content of the course is organized into four broad categories of skills that students develop and apply to their study of Latin language and literature:

- Reading and Comprehending
- Translating
- Contextualizing
- Analyzing 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 texts. Translations are to be as literal as possible so that students demonstrate accurate knowledge of the forms and functions of the language. Contextualization implies that students go beyond the confines of the text they are reading to reach a deeper and fuller understanding of the environment in which the text was written. Finally, analyzing texts enables students to demonstrate critical and reflective reading.

Course Themes

The AP Latin course is structured around seven themes:

- Literary Genre and Style
- Roman Values
- War and Empire
- Leadership
- Views of Non-Romans
- History and Memory
- Human Beings and the Gods

Themes facilitate the integration of language, content, and culture and promote academic inquiry.

The themes may be combined, as they are interrelated.

AP Latin Learning Objectives

The AP Latin course provides students with opportunities to demonstrate their proficiency in each area of the course by addressing the following learning objectives. Students are expected to

- Read and comprehend Latin poetry and prose from selected authors with appropriate assistance;
- Translate previously prepared Latin texts into English as literally as possible;
- Relate the Latin texts to Roman historical, cultural, and literary contexts; and
- Analyze linguistic and literary features of one or more Latin texts.

AP Latin Exam Structure

AP LATIN EXAM: 3 HOURS

Assessment Overview

Exam questions are based on the seven learning objectives and assess all themes.

Format of Assessment

Section I: Multiple Choice | 50 Questions | ~ 60 Minutes | 50% of Exam Score

- Syllabus Reading: Vergil (~20 questions) and Caesar (~20 questions)
- Sight Reading: Poetry (~30 questions) and Prose (~30 questions)

Section II: Free Response | ~ 120 Minutes | 50% of Exam Score

- Translation: Vergil (1 passage) and Caesar (1 passage)
- Analytical Essay (1 prompt)
- Short Answer: Vergil (5–7 questions) and Caesar (5–7 questions)

AP LATIN SAMPLE EXAM QUESTIONS

Sample Multiple-Choice Question

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 adire non possit, monet ut tragulam¹ cum epistola ad amentum² 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.
- 5 Haec casu ad turrin 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;
- 10 quae res omnem dubitationem adventus legionum expulit.
- 15

¹tragula, -ae, f.: javelin

²amentum, -i, n.: strap for throwing javelin

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

Sample Free-Response Question

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.)