

**LATIN: LATIN LITERATURE**

This exam has two sections: Section I, which consists of multiple-choice questions, and Section II, which consists of essay questions. Section I is printed in this booklet. The essay section is printed in a separate booklet. You will have 60 minutes for Section I. For Section II, you will have a 15-minute reading period and 1 hour and 45 minutes of writing time. The total testing time is 3 hours.

The use of dictionaries is not permitted during the exam.

**SECTION I**

Time—60 minutes

Number of questions—50

Percent of total grade—40

**Section I of this exam contains 50 multiple-choice questions. Therefore, please be careful to fill in only the ovals that are preceded by numbers 1 through 50 on your answer sheet. Because this exam offers only four answer options for each question, do not mark the (E) answer oval for any question.**

General Instructions

**DO NOT OPEN THIS BOOKLET UNTIL YOU ARE INSTRUCTED TO DO SO.**

**INDICATE ALL YOUR ANSWERS TO QUESTIONS IN SECTION I ON THE ANSWER SHEET ENCLOSED.** No credit will be given for anything written in this exam booklet, but you may use the book for notes or scratchwork. After you have decided which of the suggested answers is best, **COMPLETELY** fill in the corresponding oval on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely.

Example

- Chicago is a  
(A) state  
(B) city  
(C) country  
(D) continent

Sample Answer

(A) ● (C) (D) (E)

Many students wonder whether or not to guess the answers to questions about which they are not certain. In this section of the exam, as a correction for haphazard guessing, one-third of the number of questions you answer incorrectly will be subtracted from the number of questions you answer correctly. It is improbable, therefore, that mere guessing will improve your grade significantly; it may even lower your grade, and it does take time. If, however, you are not sure of the best answer but have some knowledge of the question and are able to eliminate one or more of the answer choices as wrong, your chance of answering correctly is improved, and it may be to your advantage to answer such a question.

Use your time effectively, working as rapidly as you can without losing accuracy. Do not spend too much time on questions that are too difficult. Go on to other questions and come back to the difficult ones later if you have time. It is not expected that everyone will be able to answer all of the multiple-choice questions.

**LATIN**  
**SECTION I**  
**Time—60 minutes**

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

**Ariadne considers her options after Theseus has departed.**

Nam quo me referam? Quali spe perdita nitor?  
Idaeosne petam montes? At gurgite lato  
discernens ponti truculentum dividit aequor.

*Line* An patris auxilium sperem? Quemne ipsa reliqui  
*5* respersum iuvenem fraterna caede secuta?  
Coniugis an fido consoler memet amore?  
Quine fugit lentos incurvans gurgite remos?  
Praeterea nullo colitur sola insula tecto,  
nec patet egressus pelagi cingentibus undis.  
*10* Nulla fugae ratio, nulla spes: omnia muta,  
omnia sunt deserta, ostentant omnia letum.

1. In line 1, quo is translated
  - (A) in order that
  - (B) with the result that
  - (C) whereby
  - (D) where
2. The words ponti truculentum . . . aequor (line 3) are translated
  - (A) a trusty surface for the bridge
  - (B) the bumpy planking for the bridge
  - (C) the muddy bottom of the sea
  - (D) the stormy surface of the sea
3. Lines 2-3 (At . . . aequor) tell us that Ariadne
  - (A) discerns a bridge of escape across the wide bay
  - (B) is prevented from fleeing by rough seas
  - (C) climbs the mountains and looks at the cruel water
  - (D) finds her route of escape equally dangerous whether by land or by sea
4. Line 4 (An . . . reliqui) is translated
  - (A) Can I hope to help my father, I who am left behind?
  - (B) Will my father offer the hope of aid which is left to me?
  - (C) Should I hope for the help of my father whom I myself abandoned?
  - (D) Do I hope for reinforcements from my country which I left behind?
5. The case of iuvenem (line 5) is determined by
  - (A) Quemne (line 4)
  - (B) reliqui (line 4)
  - (C) respersum (line 5)
  - (D) secuta (line 5)
6. In line 5, fraterna caede refers to the
  - (A) murder of Apsyrtus
  - (B) fall of Icarus
  - (C) death of Remus
  - (D) slaying of the Minotaur
7. Line 6, (Coniugis . . . amore) is translated
  - (A) Or am I to comfort myself with the faithful love of a husband
  - (B) Or does my comforter remember his wife with a faithful love
  - (C) Or do I trust in the love of a husband to be my comfort
  - (D) Or am I to be comforted by the memory of my faithful husband's love

8. In line 7 (Quine . . . remos), we learn that
- (A) the sea dispels her dreams as she curls up on the beach
  - (B) someone leaves the island by rowing a ship across the water
  - (C) the bubbling and curving waves chase someone through the driftwood
  - (D) she flees her love in a curved ship across the sea
9. The subject of patet (line 9) is
- (A) insula (line 8)
  - (B) tecto (line 8)
  - (C) egressus (line 9)
  - (D) pelagi (line 9)
10. In lines 8-9 (Praeterea . . . undis), we learn that the island
- (A) offers little to eat because of the high waters
  - (B) is uninhabited and offers no means of escape
  - (C) lies open to the searing heat of the Sun
  - (D) is being submerged by the rising waves
11. Which of the following figures of speech is found in line 10 (Nulla . . . muta) ?
- (A) Asyndeton
  - (B) Metonymy
  - (C) Litotes
  - (D) Aposiopesis
12. The metrical pattern of the first four feet of line 11 (omnia . . . letum) is
- (A) dactyl-spondee-dactyl-spondee
  - (B) dactyl-dactyl-spondee-spondee
  - (C) dactyl-spondee-spondee-spondee
  - (D) dactyl-dactyl-dactyl-spondee
13. In lines 10-11 (Nulla . . . letum), we learn that Ariadne
- (A) feels despair about her future
  - (B) sees flight as a reasonable alternative
  - (C) believes that her circumstances will eventually improve
  - (D) wishes to find refuge in the desert

A man gives reasons why he does not belong in the city.

Quid Romae faciam? Mentiri nescio; librum,  
 si malus est, nequeo laudare et poscere; motus  
 astrorum ignoro; funus promittere patris  
 Line nec volo nec possum; ranarum viscera numquam  
 5 inspexi; ferre ad nuptam, quae mittit adulter,  
 quae mandat, norunt alii; me nemo ministro  
 fur erit, atque ideo nulli comes exeo, tamquam  
 mancus<sup>1</sup> et exstinctae<sup>2</sup> corpus non utile dextrae.  
 Quis nunc diligitur, nisi conscius, et cui fervens  
 10 aestuat occultis animus semperque tacendis?  
 Nil tibi se debere putat, nil conferet umquam,  
 participem qui te secreti fecit honesti;  
 carus erit Verri, qui Verrem tempore quo vult  
 accusare potest.

<sup>1</sup>mancus, -a, -um, adj.: crippled

<sup>2</sup>exstinctus, -a, -um, adj.: paralyzed

14. In line 2, malus refers to

- (A) the understood subject of faciam (line 1)
- (B) librum (line 1)
- (C) the understood subject of nequeo (line 2)
- (D) motus (line 2)

15. From lines 1-3 (Mentiri . . . ignoro), we can infer that to be popular in certain Roman social circles, one needs to

- (A) praise bad literature and know astrology
- (B) mentor scientists and own libraries
- (C) hold literary debates and watch for shooting stars
- (D) read good books and demand exercise

16. The metrical pattern of the first four feet of line 3 (astrorum . . . patris) is

- (A) dactyl-dactyl-dactyl-dactyl
- (B) spondee-spondee-spondee-dactyl
- (C) dactyl-spondee-spondee-spondee
- (D) spondee-spondee-spondee-spondee

7. In lines 3-4, funus . . . possum is translated

- (A) I do not wish, nor am I able, to send funeral offerings to senators
- (B) I wish I could promise a farm to my parents
- (C) I am not able to fly to my father's funeral
- (D) I do not wish, nor am I able, to promise the death of a father

18. In lines 5-6 (ferre . . . alii), we learn that

- (A) some people know how to bring a bride to her lover
- (B) other people know how to make an adulterer commit to marriage
- (C) some people do not understand how an adulterer enjoys a marriage feast
- (D) other people know how to carry to a married woman what her lover sends

19. In line 6, me refers to the same person as

- (A) adulter (line 5)
- (B) nemo (line 6)
- (C) ministro (line 6)
- (D) fur (line 7)

20. Lines 6-7 (me erit) tell us that

- (A) no one will receive the speaker's help with theft
- (B) no one, not even the speaker, should become a slave's advocate
- (C) no one thinks a minister will ever be a thief
- (D) no one will be angry if the speaker comes to his aid

21. In line 8, mancus modifies

- (A) nemo (line 6)
- (B) fur (line 7)
- (C) comes (line 7)
- (D) corpus (line 8)

22. Which of the following figures of speech occurs in line 8 (mancus . . . dextrae) ?
- (A) Chiasmus
  - (B) Personification
  - (C) Anaphora
  - (D) Zeugma
23. In line 9, fervens modifies
- (A) Quis (line 9)
  - (B) conscius (line 9)
  - (C) animus (line 10)
  - (D) tacendis (line 10)
24. According to lines 9-10 (Quis . . . tacendis), who is valued and why?
- (A) A knowledgeable person, because he could reveal things best kept hidden
  - (B) A conscientious person, because he is always reliable
  - (C) A quiet person, because he conceals his emotions
  - (D) A passionate person, because he could encourage other people
25. The case of the two words secreti honesti (line 12) is determined by
- (A) Nil (line 11)
  - (B) se (line 11)
  - (C) participem (line 12)
  - (D) qui (line 12)
26. Carus . . . potest (lines 13-14) is translated
- (A) It is Verres' dear friend who is able to accuse Verres anytime
  - (B) Verres has a dear friend who accuses Verres anytime he can and wants
  - (C) He who can accuse Verres anytime he wants will be dear to Verres
  - (D) Verres will be loved because Verres is able to accuse himself anytime he wants

**How Cloelia won the admiration of Porsenna, an  
Etruscan king who was besieging Rome.**

Ergo ita honoratā virtute, feminae quoque ad publica decora excitatae, et Cloelia virgo, una ex obsidibus,<sup>1</sup> cum castra Etruscorum forte haud procul ripā Tiberis locata essent, frustrata<sup>2</sup> custodes, dux agminis virginum inter tela hostium Tiberim tranavit sospitesque<sup>3</sup> omnes Romam  
 Line 5 ad Cloeliam obsidem deprecendam: alias haud magni facere; deinde in admirationem versus supra Coclites Muciosque<sup>4</sup> dicere id facinus esse, et prae se ferre<sup>5</sup> quemadmodum, si non dedatur obses, pro rupto foedus se habiturum, sic deditam intactam inviolatamque ad suos remissurum.

<sup>1</sup>obses, -idis, f./m.: hostage

<sup>2</sup>frustror, -ari, -atus: trick, deceive

<sup>3</sup>sospes, -itis, adj.: safe and sound

<sup>4</sup>Coclites Muciosque: “people like Cocles and Mucius”

<sup>5</sup>prae se ferre: make clear

27. Ergo . . . excitatae (line 1) is translated
- (A) Therefore, because their courage was celebrated, the women too were summoned to public office
- (B) As a result, since courage was valued in this way, women also were moved to public deeds of bravery
- (C) Therefore, through virtue respected in this way, women too were infuriated by public displays
- (D) As a result, along with esteemed virtue, women also were raised up to public propriety in this way
28. Which of the following figures of speech occurs in line 1 (feminae . . . excitatae) ?
- (A) Anaphora
- (B) Apostrophe
- (C) Chiasmus
- (D) Hyperbole
29. The case of ripā (line 2) is determined by
- (A) forte (line 2)
- (B) haud (line 2)
- (C) procul (line 2)
- (D) Tiberis (line 2)
30. In line 2, frustrata modifies
- (A) decora (line 1)
- (B) virgo (line 1)
- (C) castra (line 2)
- (D) ripā (line 2)
31. In line 3, dux refers to
- (A) Cloelia (line 1)
- (B) Tiberis (line 2)
- (C) custodes (line 3)
- (D) regi (line 4)

32. In lines 3-4 (sospitesque restituit), we learn that Cloelia
- (A) returned safely but alone to her neighbors
  - (B) restored all her relatives to the safety of Rome
  - (C) returned the hostages safely to their families
  - (D) restored the families of Rome to complete safety
33. Quod (line 4) refers to the
- (A) action of Cloelia and her friends
  - (B) reaction of the Romans to Cloelia's capture
  - (C) king's disappointment in his guards
  - (D) proximity of the enemy camp to Rome
34. The gender and number of incensus (line 4) are determined by
- (A) omnes (line 3)
  - (B) regi (line 4)
  - (C) oratores (line 4)
  - (D) obsidem (line 5)
35. The understood subject of dicere (line 6) refers to
- (A) propinquos (line 4)
  - (B) regi (line 4)
  - (C) Cloeliam (line 5)
  - (D) Coclites Muciosque (line 6)
36. In lines 5-6 (in admirationem . . . facinus esse), we learn that
- (A) Cocles and Mucius were insufficiently admired for their bravery
  - (B) Cloelia's bravery surpassed even that of other Roman heroes
  - (C) people like Cocles and Mucius could learn from Cloelia's actions
  - (D) one should not compare the bravery of women with that of men
37. In line 6, se refers to
- (A) Cocles and Mucius
  - (B) Cloelia
  - (C) the Etruscan king
  - (D) the virgins

Item 38 was not scored.

**A young soldier sends a final message.**

At puer infusus<sup>1</sup> sociis in devia<sup>2</sup> campi  
 tollitur (heu simplex aetas!) moriensque iacentem  
 flebat equum; cecidit laxata casside<sup>3</sup> vultus,  
 Line 5 aegraque per trepidos expirat gratia visus  
 5 et prensis concussa comis ter colla quaterque  
 stare negant, ipsisque nefas lacrimabile Thebis,  
 ibat purpureus niveo de pectore sanguis.  
 Tandem haec singultu<sup>4</sup> verba incidente profatur:  
 “Labimur, i, miseram, Dorceu,<sup>5</sup> solare parentem.  
 10 Illa quidem, si vera ferunt praesagia curae,  
 aut somno iam triste nefas aut omine vidit . . .  
 Dic: “Merui, genetrix, poenas; invita capesse:<sup>6</sup>  
 arma puer rapui, nec te retinente quievi,  
 nec tibi sollicitae saltem inter bella peperci.  
 15 Vive igitur potiusque animis irascere nostris  
 et iam pone metus . . .”

<sup>1</sup> infusus, -a, -um, adj.: stretched out

<sup>2</sup> devia (neuter plural as substantive): out-of-the-way places

<sup>3</sup> cassis, -idis, f.: helmet

<sup>4</sup> singultus, -us, m.: gasp

<sup>5</sup> Dorceu (vocative)

<sup>6</sup> capesso, -ere (poenas): exact punishment

39. In lines 2 (At puer aetas) we learn that the soldier
- (A) has been killed in a devious way by his companions
  - (B) is the same age as his comrades
  - (C) is removed from the battlefield by his friends
  - (D) thinks that it is simple to escape from the battle
40. The words moriensque . . . equum (lines 2-3) are translated
- (A) dying and lying upon his horse, he wept
  - (B) and lying down, he wept for his dead horse
  - (C) and dying, he wept for his horse, lying (dead)
  - (D) the horse wept as he died and lay down

4. A figure of speech that appears in line 5 (et prensis . . . quaterque) is
- (A) apostrophe
  - (B) asyndeton
  - (C) interlocking word order (synchysis)
  - (D) zeugma
42. In line 6, the word nefas refers to the same thing as
- (A) flebat equum (line 3)
  - (B) laxata casside (line 3)
  - (C) prensus comis (line 5)
  - (D) ibat de pectore sanguis (line 7)
43. In line 8, the case and number of verba are
- (A) nominative singular
  - (B) ablative singular
  - (C) nominative plural
  - (D) accusative plural
44. The metrical pattern of the first four feet of line 8 (Tandem . . . profatur) is
- (A) spondee-dactyl-spondee-dactyl
  - (B) spondee-spondee-spondee-spondee
  - (C) dactyl-spondee-spondee-dactyl
  - (D) dactyl-spondee-spondee-spondee
45. In line 10, si . . . curae is translated
- (A) if cares bring true forebodings
  - (B) if forebodings speak of true care
  - (C) if careful forebodings speak the truth
  - (D) if the forebodings bring true care
46. From lines 10-11 (Illa . . . vidit), we learn that the soldier’s mother
- (A) has probably foreseen his death
  - (B) cannot sleep because of worry
  - (C) is too sad to see her son
  - (D) thinks that omens are evil and untrue

47. In lines 12-13 (Dic . . . quievi), we learn that
- (A) the mother deserves to see her son punished
  - (B) the soldier's mother opposed his leaving for war
  - (C) the soldier blames his mother for his punishment
  - (D) the soldier did not want to leave his mother and take up arms
48. The case of tibi (line 14) depends on
- (A) retinente (line 13)
  - (B) quievi (line 13)
  - (C) saltem (line 14)
  - (D) peperci (line 14)
49. In line 15, irascere is
- (A) present imperative
  - (B) present infinitive
  - (C) perfect indicative
  - (D) future indicative
50. In lines 15-16 (Vive . . . metus), we learn that the soldier
- (A) will live on with courage
  - (B) urges his mother to be angry but not fearful
  - (C) fears for his mother's life
  - (D) is angry at his mother's reaction

**END OF SECTION I**

# AP Latin Literature and Latin: Vergil Exams

- Section I: Multiple Choice
  - Latin Literature Section I Answer Key and Percent Answering Correctly
  - Latin: Vergil Section I Answer Key and Percent Answering Correctly
  - Analyzing Your Students' Performance on the Multiple-Choice Section
  - Diagnostic Guide for the 2005 AP Latin Literature Exam
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- Section II: Free Response
  - Comments from the Chief Reader
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## Section I: Multiple Choice

Listed below are the correct answers to the multiple-choice questions, the percent of AP students who answered each question correctly by AP grade, and the total percent answering correctly.

Latin Literature Section I Answer Key and Percent Answering Correctly

Item No.	Correct Answer	Percent Correct by Grade					Total Percent Correct
		5	4	3	2	1	
1	D	93	86	80	74	66	79
2	D	97	90	82	80	59	81
3	B	91	77	61	53	41	64
4	C	99	98	95	91	69	90
5	D	63	28	15	9	8	23
6	D	92	79	71	61	38	67
7	A	83	60	36	27	17	44
8	B	96	83	64	43	23	61
9	C	75	43	22	20	17	34
10	B	96	88	76	62	39	71
11	A	92	80	67	55	39	66
12	C	87	78	69	57	39	65
13	A	100	99	98	95	77	94
14	B	92	88	86	80	71	83
15	A	94	88	84	85	75	84
16	D	70	49	38	31	22	41
17	D	77	70	64	59	53	64
18	D	66	53	42	33	29	44
19	C	51	33	29	27	24	32
20	A	37	29	22	17	17	24
21	C	20	5	5	4	6	8
22	A	39	28	28	32	27	30
23	C	88	75	64	51	44	64
24	A	30	25	22	24	16	23
25	C	56	31	21	19	20	29

Item No.	Correct Answer	Percent Correct by Grade					Total Percent Correct
		5	4	3	2	1	
26	C	70	56	47	36	27	46
27	B	52	38	36	25	24	35
28	C	94	90	80	75	50	77
29	C	74	39	23	15	15	32
30	B	88	66	48	36	27	52
31	A	82	68	57	42	32	55
32	C	69	53	44	34	23	44
33	A	96	82	71	57	39	68
34	B	88	66	45	33	24	50
35	B	56	41	34	28	21	36
36	B	86	78	68	64	41	66
37	C	58	46	41	31	22	39
38	-	-	-	-	-	-	-
39	C	91	83	73	61	44	70
40	C	93	78	64	51	30	62
41	C	95	90	84	71	54	78
42	D	41	25	19	14	16	23
43	D	76	55	41	30	18	43
44	B	82	71	65	56	39	62
45	A	93	86	78	62	43	72
46	A	89	71	62	48	38	61
47	B	60	43	33	33	26	38
48	D	72	55	49	37	30	48
49	A	61	32	22	15	10	27
50	B	82	68	56	47	31	56

Although 50 multiple-choice items were administered in Section I, item 38 was not used in scoring.

# Diagnostic Guide for the 2005 AP Latin Literature Exam

## Grammar (Average number correct = 4.1)

Question #	5	9	21	23	25	29	30	34	43	48	49
Correct/Incorrect											
Percent of Students Answering Correctly	23	34	8	64	29	32	52	50	43	48	27

## Translation (Average number correct = 5.7)

Question #	1	2	4	7	17	26	27	40	45
Correct/Incorrect									
Percent of Students Answering Correctly	79	81	90	44	64	46	35	62	72

## Comprehension (Average number correct = 7.1)

Question #	3	8	10	13	18	20	24	32	36	39	46	47	50
Correct/Incorrect													
Percent of Students Answering Correctly	64	61	71	94	44	24	23	44	66	70	61	38	56

## Reference (Average number correct = 4.2)

Question #	14	15	19	31	33	35	37	42
Correct/Incorrect								
Percent of Students Answering Correctly	83	84	32	55	68	36	39	23

## Figure of Speech (Average number correct = 2.5)

Question #	11	22	28	41
Correct/Incorrect				
Percent of Students Answering Correctly	66	30	77	78

## Metrics (Average number correct = 1.7)

Question #	12	16	44
Correct/Incorrect			
Percent of Students Answering Correctly	65	41	62

Question #	6
Correct/Incorrect	
Percent of Students Answering Correctly	67

### Number Correct

	Grammar	Translation	Comprehension	Reference	Figure of Speech	Metrics	Background
Number of Questions	11	9	13	8	4	3	1
Average Number Correct	4.1 (37.3%)	5.7 (63.3%)	7.1 (54.6%)	4.2 (52.5%)	2.5 (62.5%)	1.7 (56.7%)	0.7 (70.0%)
My Number Correct							

## Diagnostic Guide for the 2005 AP Latin: Vergil Exam

### Grammar (Average number correct = 5.1)

Question #	1	2	20	22	24	28	29	33	40	43	48	49
Correct/Incorrect												
Percent of Students Answering Correctly	52	45	12	67	29	35	54	51	25	57	51	35

### Translation (Average number correct = 4.4)

Question #	9	11	16	25	26	39	45
Correct/Incorrect							
Percent of Students Answering Correctly	67	87	66	44	34	64	75

### Comprehension (Average number correct = 6.5)

Question #	3	7	12	17	19	23	31	35	38	46	47	50
Correct/Incorrect												
Percent of Students Answering Correctly	78	62	78	44	23	22	45	64	75	61	38	55