

LATIN: VERGIL

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. 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) ☒ (B) ☐ (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.

A truce is offered to Venus.

Quam* simul ac tali persensit peste teneri
cara Iovis coniunx nec famam obstare furori,
talibus adgreditur Venerem Saturnia dictis:

- Line “Egregiam vero laudem et spolia ampla refertis
5 tuque puerque tuus (magnum et memorabile numen),
una dolo divum si femina victa duorum est.
Nec me adeo fallit veritam te moenia nostra
suspectas habuisse domos Karthaginis altae.
Sed quis erit modus, aut quo nunc certamine tanto?
10 Quin potius pacem aeternam pactosque hymenaeos
exercemus? Habes tota quod mente petisti:
ardet amans Dido traxitque per ossa furorem.
Communem hunc ergo populum paribusque regamus
auspiciis; liceat Phrygio servire marito
15 dotalesque tuae Tyrios permittere dextrae.”

*Quam: refers to Dido

In line 1, tali agrees with

- (A) peste (line 1)
 - (B) teneri (line 1)
 - (C) Iovis (line 2)
 - (D) furori (line 2)
2. In line 2, the case of furori is dependent on
- (A) persensit (line 1)
 - (B) peste (line 1)
 - (C) famam (line 2)
 - (D) obstare (line 2)
3. In lines 1-2 (Quam . . . furori), we learn that a goddess
- (A) was very perceptive about the rumor of a dreadful disease
 - (B) felt that no disease, hunger, or fury could hold back her spouse
 - (C) perceived that Dido was neglecting her own reputation because of passion
 - (D) thought that Dido could overcome the gossip about her raging sickness
4. The words coniunx (line 2) and Saturnia (line 3) describe the kinship roles of
- (A) Venus
 - (B) Juno
 - (C) Minerva
 - (D) Vesta
5. A figure of speech that occurs in line 5 (tuque . . . numen) is
- (A) irony
 - (B) litotes
 - (C) anaphora
 - (D) zeugma
6. From lines 4-6 (Egregiam . . . est), we can infer that
- (A) Venus and her boyfriend have been robbed of praise by the trickery of a woman
 - (B) two gods feel sorrow for the loss of praise and their divine will
 - (C) Venus and her son do not deserve praise for tricking one mortal woman
 - (D) two gods conferred all their divine power and praise upon the victors of grief

7. In lines 7-8 (Nec . . . altae), we learn that Juno
- (A) feared that the Carthaginians were anxious about the stability of their walls
 - (B) thought that Venus was feared by the Carthaginians in their homes
 - (C) suspected that the high walls of Carthage would fall on the homes
 - (D) believed that Venus considered the houses of Carthage suspect and feared its walls
8. The metrical pattern of the first four feet of line 10 (Quin . . . hymenaeos) is
- (A) spondee-dactyl-spondee-dactyl
 - (B) spondee-spondee-dactyl-spondee
 - (C) dactyl-spondee-dactyl-spondee
 - (D) dactyl-spondee-spondee-spondee
9. Habes . . . petisti (line 11) is translated
- (A) You keep in your mind everything that you seek
 - (B) You have had everything you sought in your mind
 - (C) You have what you sought with your whole mind
 - (D) May you have all that you sought in your mind

10. In line 12, que connects

- (A) ardet and traxit (line 12)
- (B) amans and Dido (line 12)
- (C) Dido and traxit (line 12)
- (D) traxit and furorem (line 12)

Communem auspiciis (lines 13-14) is translated

- (A) Therefore let us rule this common people and with equal authority
- (B) Therefore let us surround this common people with auspicious walls
- (C) Therefore let the people have a common king with our equal authority
- (D) Therefore let us rule in common this man, his people, and his auspicious walls

11. In lines 14-15 (liceat . . . dextrae), we learn that

- (A) Dido preserves the memory of her former husband
- (B) Juno is willing to see Dido marry a Trojan
- (C) Juno has acquired a Carthaginian dowry
- (D) Venus has joined the hands of Dido and Aeneas in marriage

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
mancus¹ et exstinctae² 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.

¹mancus, -a, -um, adj.: crippled

²exstinctus, -a, -um, adj.: paralyzed

13. 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)

4. 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

15. 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

16. 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

17. 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

18. 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)

19. Lines 6-7 (me

20. In line 8, mancus modifies
- (A) nemo (line 6)
 - (B) fur (line 7)
 - (C) comes (line 7)
 - (D) corpus (line 8)
21. Which of the following figures of speech occurs in line 8 (mancus . . . dextrae) ?
- (A) Chiasmus
 - (B) Personification
 - (C) Anaphora
 - (D) Zeugma
2. In line 9, fervens modifies
- (A) Quis (line 9)
 - (B) consciis (line 9)
 - (C) animus (line 10)
 - (D) tacendis (line 10)
23. 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
24. 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)
25. 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,¹ cum castra Etruscorum forte haud procul ripā Tiberis locata essent, frustrata² custodes, dux agminis virginum inter tela hostium Tiberim tranavit sospitesque³ omnes Romam ad propinquos restituit. Quod ubi regi nuntiatum est, primo incensus irā oratores Romam misit
 5 ad Cloeliam obsidem deposcendam: alias haud magni facere; deinde in admirationem versus supra Coclites Muciosque⁴ dicere id facinus esse, et prae se ferre⁵ quemadmodum, si non dedatur obses, pro rupto foedus se habiturum, sic deditam intactam inviolatamque ad suos remissurum.

¹obses, -idis, f./m.: hostage

²frustror, -ari, -atus: trick, deceive

³sospes, -itis, adj.: safe and sound

⁴Coclites Muciosque: "people like Cocles and Mucius"

⁵prae se ferre: make clear

26. 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

27. Which of the following figures of speech occurs in line 1 (feminae . . . excitatae) ?

- (A) Anaphora
- (B) Apostrophe
- (C) Chiasmus
- (D) Hyperbole

28. 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)

29. In line 2, frustrata modifies

- (A) decora (line 1)
- (B) virgo (line 1)
- (C) castra (line 2)
- (D) ripā (line 2)

30. In line 3, dux refers to

- (A) Cloelia (line 1)
- (B) Tiberis (line 2)
- (C) custodes (line 3)
- (D) regi (line 4)

31. 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
32. 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
33. 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)
34. The understood subject of dicere (line 6) refers to
- (A) propinquos (line 4)
 - (B) regi (line 4)
 - (C) Cloeliam (line 5)
 - (D) Coclitēs Muciosque (line 6)
35. 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
36. In line 6, se refers to
- (A) Cocles and Mucius
 - (B) Cloelia
 - (C) the Etruscan king
 - (D) the virgins

Item 37 was not scored.

A young soldier sends a final message.

At puer infusus¹ sociis in devia² campi
tollitur (heu simplex aetas!) moriensque iacentem
flebat equum; cecidit laxata casside³ vultus,
Line 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 singultu⁴ verba incidente profatur:
“Labimur, i, miseram, Dorceu,⁵ solare parentem.
10 Illa quidem, si vera ferunt praesagia curae,
aut somno iam triste nefas aut omine vidit . . .
Dic: “Merui, genetrix, poenas; invita capesse:⁶
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 . . . ”

¹ infusus, -a, -um, adj.: stretched out

² devia (neuter plural as substantive): out-of-the-way places

³ cassis, -idis, f.: helmet

⁴ singultus, -us, m.: gasp

⁵ Dorceu (vocative)

⁶ capesso, -ere (poenas): exact punishment

38. In lines 1-2 (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

39. 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

40. The case and number of visus (line 4) are

- (A) nominative singular
- (B) genitive singular
- (C) nominative plural
- (D) accusative plural

41. 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

Latin: Vergil 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	A	86	68	48	34	25	52
2	D	72	51	41	32	32	45
3	C	94	88	81	70	55	78
4	B	99	98	93	82	61	87
5	A	64	42	31	19	13	34
6	C	95	85	75	65	47	74
7	D	93	80	62	43	33	62
8	D	78	70	58	45	34	57
9	C	88	81	69	54	41	67
10	A	90	87	79	67	47	74
11	A	100	97	94	84	59	87
12	B	97	91	82	70	50	78
13	B	90	85	81	74	62	79
14	A	89	86	81	76	67	80
15	D	66	56	45	31	26	45
16	D	78	69	64	65	55	66
17	D	64	51	44	35	24	44
18	C	50	40	34	31	30	37
19	A	38	24	20	18	16	23
20	C	30	14	6	5	7	12
21	A	52	37	35	36	29	37
22	C	86	76	69	55	50	67
23	A	32	21	18	17	24	22
24	C	51	33	23	20	23	29
25	C	67	57	44	29	23	44

Item No.	Correct Answer	Percent Correct by Grade					Total Percent Correct
		5	4	3	2	1	
26	B	52	38	32	28	22	34
27	C	93	88	79	68	48	75
28	C	69	46	29	21	15	35
29	B	85	68	51	42	26	54
30	A	91	81	67	55	36	66
31	C	69	57	44	32	23	45
32	A	93	85	70	56	33	67
33	B	87	67	46	33	22	51
34	B	53	37	31	27	21	34
35	B	84	78	63	56	40	64
36	C	52	40	35	33	23	37
37	-	-	-	-	-	-	-
38	C	93	87	78	67	51	75
39	C	92	80	67	48	33	64
40	D	45	31	20	16	16	25
41	C	94	87	80	68	50	76
42	D	53	36	25	22	18	30
43	D	91	71	57	39	25	57
44	B	81	70	61	49	39	60
45	A	96	90	82	65	39	75
46	A	90	77	59	45	36	61
47	B	61	45	33	27	26	38
48	D	75	63	48	41	31	51
49	A	67	50	30	17	10	35
50	B	80	66	56	46	30	55

*Although 50 multiple-choice items were administered in Section I, Item 37 was not used in scoring.

Analyzing Your Students' Performance on the Multiple-Choice Section

If you give your students the 2005 exams for practice, you may want to analyze their results to find overall strengths and weaknesses in their understanding of AP Latin Literature and/or AP Latin: Vergil. The following diagnostic worksheets will help you do this. You are permitted to photocopy and distribute them to your students for completion.

1. In each category, students should insert a check mark for each correct answer.
2. Add together the total number of correct answers for each category.

3. To compare the student's number of correct answers for each category with the average number correct for that category, copy the number of correct answers to the "Number Correct" table at the end of the Diagnostic Guides.

In addition, under each question, the percent of AP students who answered correctly is shown, so students can analyze their performance on individual questions. This information will be helpful in deciding how students should plan their study time.

Diagnostic Guide for the 2005 AP Latin Literature Exam *(continued)*

Background (Average number correct = 0.7)

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

Diagnostic Guide for the 2005 AP Latin: Vergil Exam *(continued)*

Reference (Average number correct = 5.8)

Question #	6	10	13	14	18	30	32	34	36	42
Correct/Incorrect										
Percent of Students Answering Correctly	74	74	79	80	37	66	67	34	37	30

Figure of Speech (Average number correct = 2.2)

Question #	5	21	27	41
Correct/Incorrect				
Percent of Students Answering Correctly	34	37	75	76

Metrics (Average number correct = 1.6)

Question #	8	15	44
Correct/Incorrect			
Percent of Students Answering Correctly	57	45	60

Background (Average number correct = 0.9)

Question #	4
Correct/Incorrect	
Percent of Students Answering Correctly	87

Number Correct

	Grammar	Translation	Comprehension	Reference	Figure of Speech	Metrics	Background
Number of Questions	12	7	12	10	4	3	1
Average Number Correct	5.1 (42.5%)	4.4 (62.9%)	6.5 (54.2%)	5.8 (58.0%)	2.2 (55.0%)	1.6 (53.3%)	0.9 (90.0%)
My Number Correct							