



# **LATIN**

**VERGIL**

**LATIN LITERATURE**

## Course Description

**MAY 2006, MAY 2007**

## **The College Board: Connecting Students to College Success**

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit [www.collegeboard.com](http://www.collegeboard.com).

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

Copyright © 2005 by College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, APCD, AP Central, AP Vertical Teams, Pre-AP, SAT, and the acorn logo are registered trademarks of the College Entrance Examination Board. Connect to college success is a trademark owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark of the College Entrance Examination Board and National Merit Scholarship Corporation. All other products and services may be trademarks of their respective owners. Visit College Board on the Web: [www.collegeboard.com](http://www.collegeboard.com)

Dear Colleagues:

In 2004, nearly 15,000 schools offered high school students the opportunity to take AP<sup>®</sup> courses, and over 1.1 million students then took the challenging AP Exams. These students felt the power of learning come alive in the classroom, and many earned college credit and placement while still in high school. Behind these students were talented, hardworking teachers who are the heart and soul of the Advanced Placement Program<sup>®</sup>.

The College Board is committed to supporting the work of AP teachers. This AP Course Description outlines the content and goals of the course, while still allowing teachers the flexibility to develop their own lesson plans and syllabi, and to bring their individual creativity to the AP classroom. Moreover, AP workshops and Summer Institutes, held around the globe, provide stimulating professional development for more than 60,000 teachers each year. The College Board Fellows stipends provide funds to support many teachers' attendance at these Institutes. Stipends are now also available to middle school and high school teachers who use Pre-AP<sup>®</sup> strategies.

Teachers and administrators can also visit AP Central<sup>®</sup>, the College Board's online home for AP professionals, at [apcentral.collegeboard.com](http://apcentral.collegeboard.com). Here, teachers have access to a growing set of resources, information, and tools, from textbook reviews and lesson plans to electronic discussion groups (EDGs) and the most up-to-date exam information. I invite all teachers, particularly those who are new to the AP Program, to take advantage of these resources.

As we look to the future, the College Board's goal is to broaden access to AP classes while maintaining high academic standards. Reaching this goal will require a lot of hard work. We encourage you to connect students to college and opportunity not only by providing them with the challenges and rewards of rigorous academic programs like AP but also by preparing them in the years leading up to AP courses.

Sincerely,

A handwritten signature in black ink, reading "Gaston Caperton". The signature is fluid and cursive, with the first name "Gaston" and last name "Caperton" clearly distinguishable.

Gaston Caperton  
President  
The College Board



# Contents

Welcome to the AP Program . . . . .	1
AP Courses . . . . .	1
AP Exams . . . . .	1
AP Latin: Vergil and Latin Literature . . . . .	3
Introduction . . . . .	3
Multiple-Choice Section: Reading Latin Poetry and Prose . . . . .	5
Sample Vergil Passage and Questions . . . . .	6
Sample Catullus Passage and Questions . . . . .	10
Sample Sight Passages and Questions . . . . .	13
Answers to the Multiple-Choice Questions . . . . .	18
Vergil . . . . .	19
The Course . . . . .	19
Syllabus for the Exam . . . . .	19
Translation . . . . .	20
Writing Free-Response Essays. . . . .	21
Scansion and Figures of Speech . . . . .	22
Background Knowledge . . . . .	22
Free-Response Section . . . . .	23
Sample Questions V1–V5 . . . . .	24
Latin Literature . . . . .	27
The Course . . . . .	27
Syllabi for the Exam . . . . .	28
Writing Free-Response Essays. . . . .	29
Translation . . . . .	30
Short Identification . . . . .	31
Scansion and Figures of Speech . . . . .	31
Background Knowledge . . . . .	31
Free-Response Section . . . . .	32
Part A: Sample Questions . . . . .	33
Questions LL1–3 (Catullus) . . . . .	33
Part B: Sample Questions . . . . .	36
Questions LL4–6 (Cicero) . . . . .	36
Questions LL7–9 (Horace) . . . . .	38
Questions LL10–12 (Ovid) . . . . .	40

Information on Figures of Speech and Meter . . . . .	42
Figures of Speech . . . . .	42
Meter . . . . .	42
Vergil Exam . . . . .	42
Latin Literature Exam . . . . .	43
Bibliography ( <b>New Books</b> ) . . . . .	46
Catullus . . . . .	46
Vergil . . . . .	46
AP Program Essentials . . . . .	47
The AP Reading . . . . .	47
AP Grades . . . . .	47
Grade Distributions . . . . .	47
Why Colleges Grant Credit, Placement, or Both for AP Grades . . .	48
Guidelines on Setting Credit and Placement Policies for AP Grades . . . . .	49
College and University AP Credit and Placement Policies . . . . .	49
AP Scholar Awards . . . . .	49
AP Calendar . . . . .	50
Exam Security . . . . .	50
Teacher Support . . . . .	51
AP Central . . . . .	51
Online Workshops and Events. . . . .	52
Pre-AP . . . . .	52
Pre-AP Professional Development . . . . .	53
AP Publications and Other Resources . . . . .	53
Free Resources . . . . .	53
Priced Publications . . . . .	55
Electronic Publications . . . . .	57

# Welcome to the AP<sup>®</sup> Program

The Advanced Placement Program (AP) is a collaborative effort between motivated students; dedicated teachers; and committed high schools, colleges, and universities. Since its inception in 1955, the Program has enabled millions of students to take college-level courses and exams, and to earn college credit or placement, while still in high school.

Most colleges and universities in the United States, as well as colleges and universities in more than 30 other countries, have an AP policy granting incoming students credit, placement, or both on the basis of their AP Exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP grades.

Each year, an increasing number of parents, students, teachers, high schools, and colleges and universities turn to the AP Program as a model of educational excellence.

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

## AP Courses

Thirty-eight AP courses in a wide variety of subject areas are available now or are under development. A committee of college faculty and master AP teachers designs each AP course to cover the information, skills, and assignments found in the corresponding college course. See page 2 for a complete list of AP courses and exams.

## AP Exams

Each AP course has a corresponding exam that participating schools worldwide administer in May (except for AP Studio Art, which is a portfolio assessment). AP Exams contain multiple-choice questions and a free-response section (either essay or problem solving).

AP Exams are a culminating assessment in all AP courses and are thus an integral part of the Program. As a result, many schools foster the expectation that students who enroll in an AP course will take the corresponding AP Exam. Because the College Board is committed to providing

access to AP Exams for homeschooled students and students whose schools do not offer AP courses, it does not require students to take an AP course prior to taking an AP Exam.

## **AP Courses and Exams**

### **Art**

Art History  
Studio Art: 2-D Design  
Studio Art: 3-D Design  
Studio Art: Drawing

### **Biology**

### **Calculus**

Calculus AB  
Calculus BC

### **Chemistry**

### **Chinese Language and Culture (2006-07)**

### **Computer Science**

Computer Science A  
Computer Science AB

### **Economics**

Macroeconomics  
Microeconomics

### **English**

English Language and Composition  
English Literature and Composition

### **Environmental Science**

### **French**

French Language  
French Literature

### **German Language**

### **Government and Politics**

Comparative Government and  
Politics  
United States Government and  
Politics

### **History**

European History  
United States History  
World History

### **Human Geography**

### **Italian Language and Culture (2005-06)**

### **Japanese Language and Culture (2006-07)**

### **Latin**

Latin Literature  
Latin: Vergil

### **Music Theory**

### **Physics**

Physics B  
Physics C: Electricity and  
Magnetism  
Physics C: Mechanics

### **Psychology**

### **Russian Language and Culture (Date to be determined)**

### **Spanish**

Spanish Language  
Spanish Literature

### **Statistics**



# AP Latin: Vergil and Latin Literature

## Introduction

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

AP Latin Exams are offered for each of these two courses; a student may take either one, or both, in any given year. Students take one exam in the three-hour testing period. Those wishing to take both exams take one on the day of the regularly scheduled administration and the other as an alternate exam. The alternate exam is taken at a designated time separate from the time of the regularly scheduled AP Latin Exam.

This book is intended as an aid to teachers in planning courses and in helping students prepare for the exams. The works selected are among those frequently studied in comparable college courses. The AP Latin Development Committee notes that many colleges allot a single semester at this level to a partial reading of the *Aeneid*, while others devote an entire year to more extensive reading; some colleges teach the authors included in the AP Latin Literature course in a single semester, while others devote one semester to each author.

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

The annual exams (Vergil and Latin Literature) have a 60-minute multiple-choice section that contains three passages common to both exams as well as one syllabus-based passage on either Vergil's *Aeneid* (the AP Latin: Vergil Exam) or the poetry of Catullus (the AP Latin Literature Exam). The three common passages will test a student's ability to read and understand Latin poetry and prose at sight, while the fourth passage will test knowledge of passages that have been read in the AP courses.

## **Vergil and Latin Literature**

The free-response section for each course measures a student's ability to comprehend, translate, analyze, and interpret the literature read in the course. Each free-response section is 2 hours long, including a 15-minute reading period and 1 hour and 45 minutes of actual writing time. Thus candidates are given 3 hours to finish one exam. The AP Latin: Vergil and Latin Literature Exams do not appear as a single unit but are offered separately.

## Multiple-Choice Section: Reading Latin Poetry and Prose

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

- 50 questions in 60 minutes
- 4 passages: 3 sight passages, at least 1 poetry and at least 1 prose
  - 1 syllabus-based passage
  - (Vergil booklets contain a Vergil passage; Latin Literature booklets contain a Catullus passage.)

The questions on the Vergil and Catullus passages test knowledge of grammar and syntax, reference, context, meter, and figures of speech as well as background knowledge. The meter question on the Catullus passage may test the hendecasyllabic line or either line of the elegiac couplet.

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

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

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

## Vergil and Latin Literature

The following are sample questions and do not constitute a 60-minute exam. Answers to the multiple-choice questions are given on page 18. Additional passages and questions can be found in the Multiple-Choice Item Writing Tutorial on the Latin Home Pages on AP Central.

### Sample Vergil Passage and Questions

*The ghost of Hector visits Aeneas.*

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

1. In line 2, *largos(que)* modifies
  - (A) *oculos* (line 1)
  - (B) *visus* (line 2)
  - (C) *fletus* (line 2)
  - (D) *bigis* (line 3)
2. In line 3, *ut* is translated
  - (A) so that
  - (B) as
  - (C) in order to
  - (D) that
3. The word *traiectus* (line 4) modifies
  - (A) *Hector* (line 1)
  - (B) *fletus* (line 2)
  - (C) *cruento* (line 3)
  - (D) *pedes* (line 4)
4. In line 4 (*perque . . . tumentes*), we learn that
  - (A) Hector's feet are wounded and swollen
  - (B) Hector pierced his enemy's feet
  - (C) Hector threw the reins at the fearful man's feet
  - (D) Once on foot, Hector threw down the reins
5. In line 6, the words *exuvias . . . Achilli* refer to the
  - (A) armor of Achilles worn by his comrade Patroclus
  - (B) mistreatment of Hector's corpse by Achilles
  - (C) armor worn by Achilles in his duel with Hector
  - (D) wounds inflicted upon Achilles by Hector
6. The case and number of *Danaum* (line 7) are
  - (A) accusative singular
  - (B) nominative singular
  - (C) accusative plural
  - (D) genitive plural

## Vergil and Latin Literature

7. The word *quae* (line 9) refers to
  - (A) *barbam* (line 8)
  - (B) *sanguine* (line 8)
  - (C) *crines* (line 8)
  - (D) *vulnera* (line 9)
8. The metrical pattern of the first four feet of line 9 is
  - (A) dactyl-dactyl-spondee-spondee
  - (B) dactyl-spondee-spondee-spondee
  - (C) dactyl-spondee-spondee-dactyl
  - (D) spondee-dactyl-spondee-spondee
9. The words *muros . . . patrios* (lines 9-10) describe
  - (A) Alba Longa
  - (B) Pallanteum
  - (C) Carthage
  - (D) Troy
10. The clause *Utro flens ipse videbar compellare virum* (lines 10-11) is translated
  - (A) I myself seemed to address the man as he wept openly
  - (B) I myself advanced quickly to confront the man I was seeing
  - (C) Weeping spontaneously, I myself seemed to speak to the man
  - (D) Fleeing to the rear, I saw myself confronting the man
11. In line 12, Aeneas calls Hector *O lux Dardaniae* because he
  - (A) wore gleaming armor
  - (B) brought hope to the Greeks
  - (C) was the founder of Troy
  - (D) was the defender of the Trojans
12. The form of the word *tenuere* (line 13) is
  - (A) present infinitive
  - (B) perfect indicative
  - (C) present indicative
  - (D) perfect participle

13. In line 14, *exspectate* is
- (A) vocative
  - (B) imperative
  - (C) infinitive
  - (D) ablative
14. A figure of speech that appears in lines 14-15 (*Ut . . . labores*) is
- (A) antithesis
  - (B) anaphora
  - (C) ecphrasis
  - (D) hendiadys
15. Why does Hector have the appearance that he does in lines 16-17 (*Quae . . . cerno*)?
- (A) Vergil wants to forecast Hector's death.
  - (B) Vergil wants to show the glory and beauty of Hector.
  - (C) Hector looked this way when he died.
  - (D) This passage imitates a scene in Homer's *Odyssey*.
16. What do Aeneas and Hector have in common?
- (A) Their father is Priam, king of Troy.
  - (B) They each have a divine parent.
  - (C) Their wives suffer because of the war.
  - (D) They both will found cities.

**Sample Catullus Passage and Questions**

*Catullus addresses his farm.*

- O funde noster seu Sabine seu Tiburs  
(nam te esse Tiburtem autumant, quibus non est  
cordi Catullum laedere; at quibus cordi est,  
*Line* quovis Sabinum pignore esse contendunt),  
(5) sed seu Sabine sive verius Tiburs,  
fui libenter in tua suburbana  
villa, malamque pectore expuli tussim,  
non inmerenti quam mihi meus venter,  
dum sumptuosas appeto, dedit, cenas.  
(10) Nam, Sestianus dum volo esse conviva,  
orationem in Antium petito rem  
plenam veneni et pestilentiae legi.  
Hic me gravedo frigida et frequens tussis  
quassavit usque, dum in tuum sinum fugi,  
(15) et me recuravi otioque et urtica.  
Quare refectus maximas tibi grates  
ago, meum quod non es ulta peccatum.

1. The word *quibus* (line 2) refers to  
(A) *funde* (line 1)  
(B) *Sabine* (line 1)  
(C) *Tiburtem* (line 2)  
(D) the subject of *autumant* (line 2)
2. In line 3, the case of *cordi* (*quibus cordi est*) is  
(A) dative  
(B) nominative  
(C) genitive  
(D) ablative
3. What is one way to annoy Catullus as indicated in lines 2-4 (*nam . . . contendunt*)?  
(A) Allege that the farm is not fertile.  
(B) Allege that the farm does not belong to Catullus.  
(C) Claim that the farm is Sabine.  
(D) Claim that the farm is Tiburtine.



4. The discussion of the farm in lines 1-5 (*O funde . . . Tiburs*) is primarily concerned with
  - (A) whether or not it is convenient to Rome
  - (B) whether or not it is fashionable
  - (C) the beauty of its setting
  - (D) the size of its fields
5. In lines 1-6 (*O funde . . . libenter*), the phrase in which Catullus tells how he felt about staying in the country is
  - (A) *te esse Tiburtem autumant* (line 2)
  - (B) *Catullum laedere* (line 3)
  - (C) *quovis . . . pignore esse contendunt* (line 4)
  - (D) *fui libenter in tua suburbana villa* (lines 6-7)
6. In line 7, *malam(que)* refers to
  - (A) Catullus' cough
  - (B) Catullus' indigestion
  - (C) the villa that Catullus had inherited
  - (D) a woman whom Catullus had forced to leave his villa
7. A figure of speech that appears in line 8 (*non . . . venter*) is
  - (A) asyndeton
  - (B) hyperbole
  - (C) litotes
  - (D) metonymy
8. The direct object of *dedit* (line 9) is
  - (A) *pectore* (line 7)
  - (B) *quam* (line 8)
  - (C) *venter* (line 8)
  - (D) *cenas* (line 9)
9. Line 10 (*Nam . . . conviva*) tells us that
  - (A) Sestius wanted to come to Catullus' dinner party
  - (B) Catullus lived with Sestius for a while
  - (C) Catullus flew off to Sestius' house
  - (D) Sestius was hosting a dinner party

## Vergil and Latin Literature

10. In line 12, *plenam* modifies
  - (A) *conviva* (line 10)
  - (B) *orationem* (line 11)
  - (C) *Antium* (line 11)
  - (D) *petitorem* (line 11)
11. Lines 10-12 (*Nam . . . legi*) reveal that Antius is
  - (A) the banquet's host
  - (B) an orator
  - (C) a poisoner
  - (D) an office seeker
12. In lines 7-12 (*malamque . . . legi*), Catullus describes the negative effect of Sestius' speech on him. Which of the following is another writer of whose work Catullus does not approve?
  - (A) Calvus
  - (B) Cinna
  - (C) Volusius
  - (D) Caecilius
13. In line 14, *dum* is translated
  - (A) although
  - (B) then
  - (C) until
  - (D) as long as
14. From lines 10-15 (*Nam . . . urtica*), we can infer that
  - (A) the speech made Catullus sick
  - (B) a coughing fit made Catullus leave his farm
  - (C) Catullus was exiled because of politics
  - (D) Catullus suffered from chills because of the plague
15. In lines 16-17 (*Quare . . . peccatum*), we learn that Catullus
  - (A) is grateful to the farm for his recovery
  - (B) is guilty of having offended Antius
  - (C) thanks his friend for his help
  - (D) regrets his earlier behavior towards Sestius

## Sample Sight Passages and Questions

### Questions 1-21

(Suggested time—25 minutes)

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

*Cicero assesses his situation under Caesar's government.*

De illo autem, quem penes<sup>1</sup> est omnis potestas, nihil video, quod timeam; nisi quod omnia sunt incerta, cum a jure discessum est;<sup>2</sup> nec praestari<sup>3</sup> quidquam potest, quale futurum sit, quod positum est  
*Line* in alterius voluntate, ne dicam libidine. Sed tamen eius ipsius nullā  
*(5)* re a me offensus est animus.<sup>4</sup> Est enim adhibita in eā re ipsā summa a nobis moderatio. Ut enim olim arbitrabar, esse meum libere loqui, cuius operā<sup>5</sup> esset in civitate libertas, sic, eā nunc amissā, nihil loqui, quod offendat aut illius aut eorum, qui ab illo diliguntur, voluntatem.

---

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

<sup>2</sup> *discessum est*: there has been a departure

<sup>3</sup> *praesto, -stare, -stiti, -stitum*: guarantee, promise

<sup>4</sup> *animus, -i, m.*: personal desire, will

<sup>5</sup> *opera, -ae, f.*: effort

## Vergil and Latin Literature

1. The main verb in *De illo . . . discessum est* (lines 1-2) is
  - (A) *est* (line 1)
  - (B) *video* (line 1)
  - (C) *sunt* (line 2)
  - (D) *discessum est* (line 2)
2. The word *cum* (line 2) is translated
  - (A) both
  - (B) although
  - (C) with
  - (D) when
3. The case of *libidine* (line 4) depends on
  - (A) *in* (line 4)
  - (B) *alterius* (line 4)
  - (C) *ne* (line 4)
  - (D) *dicam* (line 4)
4. From lines 1-4, *De . . . libidine*, we can infer that Cicero
  - (A) is disturbed about having to abandon the lawcourts
  - (B) believes Caesar has decided to treat him well
  - (C) harbors no fears about Caesar's government
  - (D) is apprehensive because he cannot predict the future under Caesar
5. Which of the following is a literal translation of the sentence *Sed tamen . . . animus* (lines 4-5)?
  - (A) Nevertheless, my will has not been offended by anything coming from that man.
  - (B) But nevertheless, the will of that very man has been offended in no way by me.
  - (C) Nevertheless, nothing has offended the will of that very man, in my opinion.
  - (D) But nevertheless, nothing belonging to that man himself has offended my will.
6. The gender of *adhibita* (line 5) is determined by
  - (A) the second *re* (line 5)
  - (B) *ipsā* (line 5)
  - (C) *nobis* (line 6)
  - (D) *moderatio* (line 6)

7. From the words *Ut . . . libertas* (lines 6-7), we learn that Cicero
  - (A) used to think he could speak freely
  - (B) intends to speak freely
  - (C) credits Caesar with defending freedom of speech
  - (D) expected that Caesar would speak freely to him
8. The words *eā nunc amissā* (line 7) are best translated
  - (A) since this has now been lost
  - (B) now that she has been sent away
  - (C) these things must now be sent away
  - (D) now dismiss these things
9. The object of the infinitive *loqui* (line 7) is
  - (A) *libertas* (line 7)
  - (B) *nihil* (line 7)
  - (C) *eorum* (line 8)
  - (D) *voluntatem* (line 8)
10. The word *illo* (line 8) refers to the same person as
  - (A) *nobis* (line 6)
  - (B) *cuius* (line 7)
  - (C) *illius* (line 8)
  - (D) *qui* (line 8)
11. From lines 6-8 (*Ut . . . voluntatem*), we learn that Cicero
  - (A) resolves to be silent because he has offended Caesar and his men
  - (B) believes he has the right to offend Caesar and his followers if necessary
  - (C) thinks he should say nothing to displease Caesar and his favorites
  - (D) has sent away those who might prove offensive to Caesar and his supporters

## Vergil and Latin Literature

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

- Amphinomus<sup>1</sup> fraterque pari sub munere<sup>2</sup> fortes  
cum iam vicinis streperent incendia tectis,  
aspiciunt pigrumque patrem matremque senecta<sup>3</sup>  
*Line* eheu defessos posuisse in limine membra.  
(5) Parcite avara manus,<sup>4</sup> dites<sup>5</sup> attollere praedas:<sup>6</sup>  
illis divitiae solae materque paterque,  
hanc rapiunt praedam mediumque exire per ignem  
ipso dante fidem<sup>7</sup> properant. O maxima rerum  
et merito pietas homini tutissima<sup>8</sup> virtus!  
(10) Erubuere<sup>9</sup> pios iuvenes attingere flammae  
et quacumque<sup>10</sup> ferunt illi vestigia cedunt.

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

<sup>2</sup> *munus*, -eris, n.: task, duty

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

<sup>4</sup> *avara manus*: treat as plural

<sup>5</sup> *dis*, *ditis*, adj.: rich

<sup>6</sup> *praeda*, -ae, f.: treasure, valuable possession

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

<sup>8</sup> *tutissima*: “most sure”

<sup>9</sup> *erubesco*, -ere: be ashamed (with the infinitive)

<sup>10</sup> *quacumque*: wherever

12. In line 1, *fortes* modifies
- (A) *Amphinomus fraterque* (line 1)
  - (B) *vicinis* (line 2)
  - (C) *incendia* (line 2)
  - (D) *tectis* (line 2)
13. Line 2 (*cum . . . tectis*) is translated
- (A) when the fire was already raging in the neighboring houses
  - (B) since the neighbors were now shouting that they were covered with flames
  - (C) when they saw the neighbors touched by fire
  - (D) since they had already shouted to the neighbors that the houses were covered by fire

14. The subject of *posuisse* (line 4) is
  - (A) *Amphinomus fraterque* (line 1)
  - (B) *incendia* (line 2)
  - (C) *patrem matremque* (line 3)
  - (D) *membra* (line 4)
15. How many elisions occur in line 5 (*Parcite . . . praedas*)?
  - (A) None
  - (B) One
  - (C) Two
  - (D) Three
16. The word *illis* (line 6) refers to the
  - (A) brothers
  - (B) parents
  - (C) neighbors
  - (D) hands
17. The words *divitiae solae* (line 6) are translated
  - (A) for the wealthy only
  - (B) lonely divinities
  - (C) only divine
  - (D) the only riches
18. From lines 7-8 (*hanc . . . properant*), we learn that the
  - (A) boys are successful in saving their parents
  - (B) boys order their parents to seize the treasure
  - (C) parents expire in the middle of the fire
  - (D) fire seizes the parents in the middle of their prayers
19. Lines 8-9 (*O maxima . . . virtus*) contain an example of
  - (A) apostrophe
  - (B) chiasmus
  - (C) synecdoche
  - (D) transferred epithet
20. The subject of *Erubuere* (line 10) is
  - (A) *iuvenes* (line 10)
  - (B) *flammae* (line 10)
  - (C) *illi* (line 11)
  - (D) *vestigia* (line 11)

## Vergil and Latin Literature

21. From lines 10-11 (*Erubere . . . cedunt*), we learn that the
- (A) flames yielded wherever the young men went
  - (B) flames burned the young men
  - (C) young men followed the footsteps of their parents
  - (D) young men had to put down what they were carrying

### Answers to the Multiple-Choice Questions

#### Vergil Questions

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

#### Catullus Questions

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

#### Questions on Sight Passages

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



# Vergil

## The Course

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

## Syllabus for the Exam

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

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

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

The following will not be glossed:

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

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

## Vergil

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

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

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

## Translation

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

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

## Writing Free-Response Essays

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

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

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

When writing their essays, students should

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

## Scansion and Figures of Speech

Students should understand how to scan dactylic hexameter. Scansion includes recognizing elision and the metrical quantities of syllables. Students should also be familiar with the figures of speech commonly used by Vergil in the *Aeneid*. Information on scansion and figures of speech is given beginning on page 42.

## Background Knowledge

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

## Free-Response Section

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

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

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

To supplement the sample questions that follow, see AP Central.

## Sample Questions V1-V5

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

**Question V1** (15 percent of free-response score)

(Suggested time — 10 minutes)

Ac velut in somnis, oculos ubi languida pressit  
nocte quies, nequiquam avidos extendere cursus  
velle videmur et in mediis conatibus aegri  
*Line* succidimus; non lingua valet, non corpore notae  
(5) sufficiunt vires nec vox aut verba sequuntur:  
sic Turno, quacumque viam virtute petivit,  
successum dea dira negat. . . .

*Aeneid* 12. 908-914

Translate the passage above as literally as possible.

**Question V2** (15 percent of free-response score)

(Suggested time — 10 minutes)

“Heu fuge, nate dea, teque his” ait “eripe flammis.  
Hostis habet muros; ruit alto a culmine Troia.  
Sat patriae Priamoque datum: si Pergama dextra  
*Line* defendi possent, etiam hac defensa fuissent.  
(5) Sacra suosque tibi commendat Troia Penates;  
hos cape fatorum comites . . .”

*Aeneid* 2. 289-294

Translate the passage above as literally as possible.

**Question V3** (35 percent of free-response score)

(Suggested time — 45 minutes)

(A)

“Anna, fatebor enim, miseri post fata Sychaei  
coniugis et sparsos fraterna caede Penates  
solus hic inflexit sensus animumque labantem

*Line* impulit. Agnosco<sup>1</sup> veteris vestigia flammae.

(5) Sed mihi vel tellus optem prius ima dehiscat  
vel pater omnipotens adigat<sup>2</sup> me fulmine ad umbras,  
pallentes umbras Erebo<sup>3</sup> noctemque profundam,  
ante, Pudor, quam te violo aut tua iura resolvo.

Ille meos, primus qui me sibi iunxit, amores

(10) abstulit; ille habeat secum servetque sepulchro.”

<sup>1</sup> also appears as *adnosco* in some texts

<sup>2</sup> also appears as *abigat* in some texts

<sup>3</sup> also appears as *Erebi* in some texts

***Aeneid* 4.20-29**

(B)

“Te propter Libycae gentes Nomadumque tyranni  
odere, infensi Tyrii; te propter eundem  
exstinctus pudor et, qua sola sidera adibam,

*Line* fama prior. Cui me moribundam deseris, hospes,

(5) hoc solum nomen quoniam de coniuge restat?  
Quid moror? An mea Pygmalion dum moenia frater  
destruat aut captam ducat Gaetulus Iarbas?

Saltem si qua mihi de te suscepta fuisset  
ante fugam suboles, si quis mihi parvulus aula

(10) luderet Aeneas, qui te tamen ore referret,  
non equidem omnino capta ac deserta viderer.”

***Aeneid* 4.320-330**

The passages above reveal Dido’s feelings at the beginning and at the end of her relationship with Aeneas. In a well-developed essay, contrast her feelings in these two passages.

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 translate, accurately paraphrase, or make clear in your discussion that you understand the Latin.)

Vergil

**Question V4** (20 percent of free-response score)

(Suggested time — 20 minutes)

Begin your answer to this question on a clean page.

Hunc ubi contiguum missae fore credidit hastae,  
ire prior Pallas, si qua fors adiuvet ausum  
viribus imparibus, magnumque ita ad aethera fatur:  
*Line* “Per patris hospitium et mensas, quas advena adisti,  
(5) te precor, Alcide, coeptis ingentibus adsis.  
Cernat semineci sibi me rapere arma cruenta  
victoremque ferant morientia lumina Turni.”  
Audiit Alcides iuvenem magnumque sub imo  
corde premit gemitum lacrimasque effundit inanes.

***Aeneid* 1. 457-465**

In the passage above, Pallas prepares to fight Turnus. In a **short** essay, contrast the hopes of Pallas with the reality of his situation. Refer specifically to the Latin **throughout** the passage to support the points you make in your essay.

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

**Question V5** (15 percent of free-response score)

(Suggested time — 20 minutes)

Begin your answer to this question on a clean page.

Many episodes in the *Aeneid* reflect tension between reasonable and rash behavior. **Choose one example from Group A and one example from Group B.** In a **short** essay, discuss how each example illustrates this tension. Be sure to support your essay with specific details.

Group A

Aeneas’ encounter with Helen  
during Troy’s destruction

The Trojan women’s attempt to  
burn their ships in Sicily

The boxing match between  
Dares and Entellus

Group B

Amata’s behavior after Lavinia’s  
engagement to Aeneas

The story of Hercules  
and Cacus

The nighttime expedition  
of Nisus and Euryalus



# Latin Literature

## The Course

Teachers of the AP Latin Literature course may choose to follow one of the three following syllabi: Catullus–Cicero, Catullus–Horace, or Catullus–Ovid. On the day they take the exam, students will indicate the pair of authors (Catullus–Cicero, Catullus–Horace, or Catullus–Ovid) they are prepared to be tested on. Grade reports will not indicate the choice of authors, and grades will be reported as AP Latin Literature. Teachers should ensure that the chosen authors are designated on their students' high school transcripts. The AP Latin Literature course is designed to be taken only once.

The AP Latin Literature course offers selections from Catullus paired with selections from Cicero (*Pro Caelio*), Horace (*Odes* and *Satire 1.9*), or Ovid (*Amores* and *Metamorphoses*). The exam is designed to test the student's ability to read, translate, understand, analyze, and interpret the required selections. Students will be tested on approximately 800 lines of Catullus and either approximately 500 lines of Horace or Ovid or an equivalent selection from Cicero. The exam will test some or all of the following abilities:

1. to write a literal English translation of a Latin passage on the syllabus;
2. to explicate specific words or phrases in context;
3. to identify the context and significance of short excerpts from Catullus' poetry and selections from Cicero, Horace, or Ovid, as indicated by the chosen syllabus;
4. to identify and analyze characteristic or noteworthy features of the authors' modes of expression, including their use of imagery, figures of speech, sound, and metrical effects (in poetry only), as seen in specific passages;
5. to discuss particular motifs or general themes not only suggested by passages but also relevant to other selections;
6. to analyze and discuss structure and to demonstrate an awareness of the features used in the construction of a poem or an argument;
7. to scan the meters specified in the syllabus.

## Syllabi for the Exam

The Catullus, Cicero, Horace, and Ovid syllabi are as follows:

Catullus (as numbered in Mynors's *Oxford Classical Text*): 1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14a, 22, 30, 31, 35, 36, 40, 43, 44, 45, 46, 49, 50, 51, 60, 64 lines 50-253, 65, 68 lines 1-40, 69, 70, 72, 76, 77, 84, 85, 86, 87, 96, 101, 109, 116.

Cicero, *Pro Caelio*:

sections 1 (*Si quis, iudices . . .*)–4 (*. . . luctusque declarat.*)

sections 6 (*Equidem, ut ad me revertar . . .*)–14 (*. . . crimen reformidet.*)

sections 30 (*Sunt autem duo crimina . . .*)–36 (*. . . molesta es?*)

sections 41 (*Multa enim nobis blandimenta . . .*)–43 (*. . . qui vellet excusatione defenderet.*)

sections 47 (*Nihilne igitur illa vicinitas . . .*)–50 (*. . . ad se defendendum facultatem dabit.*)

sections 56 (*Reliquum est igitur crimen . . .*)–58 (*. . . comprobatum venenum.*)

sections 61 (*Sed tamen venenum . . .*)–63 (*. . . per se ipsa defendat!*)

sections 66 (*Quaero enim cur Licinium . . .*)–67 (*. . . innocentis fortunisque parcant.*)

sections 74 (*Vellem alio potius eum . . .*)–77 (*. . . legibus iam obligavit.*)

sections 79 (*Quod cum huius vobis adulescentiam . . .*)–80 end.

The parts of the *Pro Caelio* not read in Latin are to be read in English.

The following Cicero syllabus will be tested **beginning with the 2007 exam**.

Cicero, *Pro Archia Poeta* (entire)

*De Amicitia*, sections 17 (*ego vos hortari . . .*)–23 (*. . . iudicari potest.*)

sections 100 (*Virtus, virtus . . .*)–104 end.

The parts of the *De Amicitia* not read in Latin are to be read in English.

Horace, *Odes*: Book 1.1, 5, 9, 11, 13, 22, 23, 24, 25, 37, 38;  
Book 2.3, 7, 10, 14;  
Book 3.1, 9, 13, 30;  
Book 4.7.

*Sermones*: 1.9

- Ovid, *Metamorphoses*: Book 1—Daphne and Apollo (lines 452–567);  
 Book 4—Pyramus and Thisbe (lines 55–166);  
 Book 8—Daedalus and Icarus (lines 183–235);  
 Book 8—Baucis and Philemon (lines 616–724);  
 Book 10—Pygmalion (lines 238–297).  
*Amores*: 1.1, 1.3, 1.9, 1.11, 1.12, 3.15.

Selections from the most recent Oxford editions of Catullus, Horace, and Ovid appear on the exam. For Cicero's *Pro Archia Poeta*, selections from volume VI of the Oxford edition of Cicero's *Orationes* will appear. For Cicero's *De Amicitia*, selections from J.G.F. Powell's edition (Aris & Phillips, 1990) will appear. Note that on the exam consonantal *-u* is changed to *-v* and in the case of *i*-stem nouns and adjectives *-is* is changed to *-es*. English rules for capitalization are followed. Punctuation on the exam may vary slightly from that in a given edition of a work.

The following will not be glossed:

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

In cases where a variant spelling or a variant textual reading has a significant impact, glosses will continue to be provided. Teachers are advised to consult the official text for each author and work on the syllabus in order to identify cases where the students' texts may vary from those listed above.

Students should be given extensive practice in translating accurately and reading at sight. Teachers should not feel bound to limit their syllabus to the selections required for the exam. If time and the preparation of their students allow it, teachers may want to read additional selections of their own choosing.

## Writing Free-Response Essays

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

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

## Latin Literature

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

When writing their essays, students should:

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

## Translation

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

- the tense, voice, number, and mood of verbs need to be translated literally;
- subject–verb agreement must be correct;

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

## Short Identification

In the short identification questions, when students are asked to demonstrate their understanding of the Latin they cite, they should:

- write out the relevant Latin. **Note that the use of ellipses or references to line numbers in this part of the exam is not acceptable;**

AND

- either translate the Latin

OR

- write an accurate paraphrase.

## Scansion and Figures of Speech

Scansion of the following meters is expected when appropriate: Alcaic, Sapphic, dactylic hexameter, the elegiac couplet, and the hendecasyllabic line. Scansion includes indicating elision and the metrical quantities of the syllables. (The last syllable of the line in all meters may be marked long.) Students should be familiar with the figures of speech commonly used by Catullus and Cicero, Horace, or Ovid. Information on scansion and figures of speech is given beginning on page 42.

## Background Knowledge

Students should be familiar with the cultural, social, and political context of the literature on the syllabus. Furthermore, they should have an understanding of the development of Latin lyric and elegiac poetry as literary genres. If students have opted for the Catullus–Cicero syllabus, they should also be familiar with Ciceronian style in particular and oratorical technique in general. Roman culture, society, and politics may be taught in a variety of ways; teachers need not introduce a separate unit on this material but may wish to incorporate it, when appropriate, into their discussions of the literature.

## Free-Response Section

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

### Required Questions on Catullus

Question LL1: a 10-minute translation

Question LL2: a 30-minute long essay

Question LL3: a 20-minute short essay

### Choice Questions on Cicero, Horace, or Ovid

Question LL4, LL7, or LL10: a 20-minute short essay

Question LL5, LL8, or LL11: a 15-minute translation

Question LL6, LL9, or LL12: a 10-minute short identification

The types of questions asked are similar to those asked previously on the AP Latin Literature Exam since 1999. The increased time allotted to the essays since 1999 is primarily intended to provide students with more time to plan their essays; they are not required to write longer essays.

Following are the directions that appear in the exam booklet and some sample questions. To supplement them, see the AP Latin section of AP Central.

*Directions:* Read the directions carefully and answer six of the questions.

- PART A: • You are required to answer the Catullus questions: LL1, LL2, and LL3.
- PART B: • You are then required to choose ONE of the following three authors and answer ALL the questions on that author.
- If you have chosen Cicero, answer LL4, LL5, and LL6.
  - If you have chosen Horace, answer LL7, LL8, and LL9.
  - If you have chosen Ovid, answer LL10, LL11, and LL12.

Please indicate the letter and number of the question and the number and letter of the part you are answering.

## Part A: Sample Questions

ANSWER THE FOLLOWING QUESTIONS: LL1, LL2, AND LL3.

**Question LL1 — Catullus** (15 percent of free-response score)

(Suggested time — 10 minutes)

Verani, omnibus e meis amicis  
 antistans mihi milibus trecentis,  
 venistine domum ad tuos penates  
*Line* fratresque unanimos anumque matrem?  
 (5) Venisti. O mihi nuntii beati!  
 Visam te incolumem audiamque Hiberum  
 narrantem loca, facta, nationes,  
 ut mos est tuus . . .

**Catullus 9, 1-8**

Translate the passage above as literally as possible.

## Latin Literature

### Question LL2 — Catullus (20 percent of free-response score)

(Suggested time — 30 minutes)

- Lugete, O Veneres Cupidinesque,  
et quantum est hominum venustiorum:  
passer mortuus est meae puellae,  
*Line* passer, deliciae meae puellae,  
(5) quem plus illa oculis suis amabat.  
Nam mellitus erat suamque norat  
ipsam tam bene quam puella matrem,  
nec sese a gremio illius movebat  
sed circumsiliens modo huc modo illuc  
(10) ad solam dominam usque pipiabat  
qui nunc it per iter tenebricosum  
illud, unde negant redire quemquam.  
At vobis male sit, malae tenebrae  
Orci, quae omnia bella devoratis:  
(15) tam bellum mihi passerem abstulistis.  
O factum male! O miselle passer!  
Tua nunc opera meae puellae  
flendo turgiduli rubent ocelli.

### Catullus 3

The poem above is a lament for Lesbia's pet. Interpretation of the poem may be influenced by whether you believe the lament to be serious or playful. Considering these possibilities, discuss and support your interpretation of the poem in a well-developed essay.

BE SURE TO REFER SPECIFICALLY TO THE LATIN **THROUGHOUT** THE POEM TO SUPPORT YOUR ESSAY. Do NOT simply summarize what the poem says.

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



**Question LL3 — Catullus** (15 percent of free-response score)

(Suggested time — 20 minutes)

Lesbia mi praesente viro mala plurima dicit:  
                   haec illi fatuo maxima laetitia est.  
       Mule, nihil sentis? Si nostri oblita taceret,  
*Line*          sana esset: nunc quod gannit et obloquitur,  
   (5) non solum meminit, sed, quae multo acrior est res,  
                   irata est. Hoc est, uritur et loquitur.

**Catullus 83**

The poem above describes an awkward social situation. In a **short** essay, discuss this situation and the poet's perception of it. Refer specifically to the Latin **throughout** the poem to support the points you make in your essay.

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

## Part B: Sample Questions

IF YOU HAVE CHOSEN CICERO, ANSWER QUESTIONS LL4, LL5, AND LL6.

**Question LL4 — Cicero** (20 percent of free-response score)  
(Suggested time — 20 minutes)

Etenim si attendere diligenter atque existimare vere de omni hac causā volueritis, sic constituetis, iudices, nec descensurum quemquam ad hanc accusationem fuisse cui utrum vellet liceret  
*Line* nec, cum descendisset, quicquam habiturum spei fuisse, nisi  
(5) alicuius intolerabili libidine et nimis acerbo odio niteretur. Sed ego Atratino, humanissimo atque optimo adulescenti, meo necessario, ignosco, qui habet excusationem vel pietatis vel necessitatis vel aetatis. Si voluit accusare, pietati tribuo, si iussus est, necessitati, si speravit aliquid, pueritiae. Ceteris non modo nihil ignoscendum sed  
(10) etiam acriter est resistendum.

### *Pro Caelio 1.2*

In the passage above, Cicero characterizes the motives of the prosecutor and his allies. In a **short** essay, discuss both this characterization and its intended effect on the jury. Refer specifically to the Latin **throughout** the passage to support the points you make in your essay.

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

**Question LL5 — Cicero** (15 percent of free-response score)  
(Suggested time — 15 minutes)

Itaque alii voluptatis causā omnia sapientes facere dixerunt, neque ab hac orationis turpitudine eruditi homines refugerunt; alii cum voluptate dignitatem coniungendam putaverunt, ut res maxime inter se repugnantes dicendi facultate coniungerent.

### *Pro Caelio 17.41*

Translate the passage above as literally as possible.

**Question LL6 — Cicero** (15 percent of free-response score)

(Suggested time — 10 minutes)

- “Nonne te, si nostrae imagines viriles non commovebant, ne progenies quidem mea, Q. illa Claudia, aemulam domesticae laudis in gloriā muliebri esse admonebat, non virgo illa Vestalis Claudia quae patrem complexa triumphantem ab inimico tribuno plebei de curru detrahi passa non est?
- (5)

***Pro Caelio 14.34***

1. (a) Name the person Cicero represents as speaking in this passage.  
(b) To what Roman custom do the words *nostrae imagines viriles* refer in line 1?  
(c) Why is it appropriate for the speaker to refer to this custom?
2. In lines 1-3 (*Nonne . . . admonebat*), what kind of role model do the female members of the Claudian family advise Clodia to be? Write out and translate the Latin that supports your answer.
3. Name one figure of speech in lines 3-5 (*Vestalis . . . de curru*) and write out the Latin that illustrates it.
4. In lines 4-5 (*quae . . . non est*):
  - (a) On what occasion did the Vestal Virgin Claudia help her father?
  - (b) What did she want to prevent from happening to her father?  
Write out and translate the Latin that supports your answer.
  - (c) What did she do to help her father?

**Latin Literature**

IF YOU HAVE CHOSEN HORACE, ANSWER QUESTIONS LL7, LL8, and LL9.

**Question LL7 — Horace** (20 percent of free-response score)

(Suggested time — 20 minutes)

Rectius vives, Licini, neque altum  
semper urgendo neque, dum procellas  
cautus horrescis, nimium premendo  
*Line* litus iniquum.  
(5) Auream quisquis mediocritatem  
diligat, tutus caret obsoleti  
sordibus tecti, caret invidenda  
sobrius aula.

...

Rebus angustis animosus atque  
(10) fortis appare; sapienter idem  
contrahes vento nimium secundo  
turgida vela.

**Odes 2.10, lines 1-8, 21-24**

In the excerpts above, Horace uses contrasting images to express his philosophy. In a **short** essay, discuss his philosophical advice and how the contrasting images illustrate it. Refer specifically to the Latin **throughout** the passage to support the points you make in your essay.

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

**Question LL8 — Horace** (15 percent of free-response score)

(Suggested time — 15 minutes)

Te flagrantis atrox hora Caniculae  
nescit tangere, tu frigus amabile  
fessis vomere tauris  
*Line* praebes et pecori vago.  
(5) Fies nobilium tu quoque fontium,  
me dicente cavis impositam ilicem  
saxis, unde loquaces  
lympphae desiliunt tuae.

**Odes 3.13, lines 9-16**

Translate the passage above as literally as possible.

**Question LL9 — Horace** (15 percent of free-response score)  
(Suggested time — 10 minutes)

... Melpomene, cui liquidam pater  
vocem cum cithara dedit.  
Ergo Quintilium perpetuus sopor  
*Line* urget! Cui Pudor et Iustitiae soror,  
(5) incorrupta Fides, nudaque Veritas  
quando ullum inveniet parem?  
Multis ille bonis flebilis occidit,  
nulli flebilior quam tibi, Vergili.

**Odes 1.24, lines 3-10**

1. In lines 1-2 (*Melpomene . . . dedit*):
  - (a) Identify Melpomene.
  - (b) Name a gift given to her.
2. To what does the metaphor *perpetuus sopor* (line 3) refer?
3. **Briefly** explain what the question in lines 4-6 (*Cui . . . parem*) reveals about Quintilius' character.
4. Name a figure of speech that appears in line 7 (*Multis . . . occidit*) and write out the Latin that illustrates it.
5. In lines 7-8 (*Multis . . . Vergili*), Quintilius is described in two ways. **Briefly** compare these descriptions. Write out and translate **two** Latin phrases that support your answer.

**Latin Literature**

IF YOU HAVE CHOSEN OVID, ANSWER QUESTIONS LL10, LL11, and LL12.

**Question LL10 — Ovid** (20 percent of free-response score)

(Suggested time — 20 minutes)

- Saepe, ubi constiterant hinc Thisbe, Pyramus illinc,  
inque vices fuerat captatus anhelitus oris,  
“Invide” dicebant “paries, quid amantibus obstas?”  
*Line* Quantum erat, ut sineres toto nos corpore iungi  
(5) aut, hoc si nimium est, vel ad oscula danda pateres?  
Nec sumus ingrati: tibi nos debere fatemur,  
quod datus est verbis ad amicas transitus aures.”  
Talia diversa nequiquam sede locuti  
sub noctem dixere “Vale” partique dedere  
(10) oscula quisque suae non pervenientia contra.

***Metamorphoses 4.71-80***

In the passage above, Pyramus and Thisbe meet at a wall. In a **short** essay, contrast the reality of the situation with the lovers’ hopes and desires. Refer specifically to the Latin **throughout** the passage to support the points you make in your essay.

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

**Question LL11 — Ovid** (15 percent of free-response score)

(Suggested time — 15 minutes)

- Cum puer audaci coepit gaudere volatu  
deseruitque ducem caelique cupidine tractus  
altius egit iter. Rapidi vicinia solis  
*Line* mollit odoratas, pennarum vincula, ceras;  
(5) tabuerant cerae; nudos quatit ille lacertos,  
remigioque carens non ullas percipit auras.

***Metamorphoses 8.223-228***

Translate the passage above as literally as possible.

**Question LL12 — Ovid** (15 percent of free-response score)

(Suggested time — 10 minutes)

Mittitur infestos alter speculator in hostes;  
in rivale oculos alter, ut hoste, tenet.  
Ille graves urbes, hic durae limen amicae  
*Line* obsidet; hic portas frangit, at ille fores.  
(5) Saepe soporatos invadere profuit hostes  
caedere et armata vulgus inerme manu.  
Sic fera Threicii ceciderunt agmina Rhesi,  
et dominum capti deseruistis equi.

### *Amores* 1. 9. lines 17-24

1. What two actions are described in lines 1-2 (*Mittitur . . . tenet*)? Write out and translate the Latin that describes **each** action.
2. In lines 3-4 (*Ille . . . fores*), the poet lists more actions that both the soldier and the lover perform.
  - (a) Name one of these actions.
  - (b) Explain why, according to the poet, this action is appropriate both to the soldier and to the lover.
3. In lines 5-6 (*Saepe . . . manu*), what two military tactics are described?
4. During what event did the incident described in lines 7-8 (*Sic . . . equi*) occur?
5. Name a figure of speech that appears in line 8 (*et . . . equi*) and write out the Latin that illustrates it.

## Information on Figures of Speech and Meter

### Figures of Speech

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

### Meter

#### AP Latin: Vergil Exam

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

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

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



**AP Latin Literature Exam**

The AP Latin Literature Exam requires knowledge of the following meters according to the student's choice of authors: for Catullus, the hendecasyllabic line and the elegiac couplet; for Horace, the Sapphic and Alcaic strophes; and for Ovid, the dactylic hexameter and the elegiac couplet. The student should be able to indicate elision. Elision is the elimination of a final vowel, diphthong, or final syllable in *-m*, before a following initial vowel or *h*, e.g., *Mauris iaculis nequē arcu*, Horace 1.22.2. The student should also indicate the correct length of each syllable. It is acceptable to mark the final syllable long in all meters. The student is not required to mark caesura, ictus, or the divisions between metrical feet.

## Latin Literature

1. The metrical pattern for the hendecasyllabic (eleven syllable) line is:

— — | — — | — — | — — | — —

In most cases the two initial syllables are long, but actual length should be indicated:

Cōrnēlī, tībī: nāmquē tū solēbās  
mēās ēssē aliquīd putāre nūgās  
Catullus 1.3-4

2. The metrical pattern for the dactylic hexameter is:

— — — | — — — | — — — | — — — | — — — | — —

as in:

ōsculā dāt līgnō: refūgīt tamēn ōsculā līgnūm.  
Ovid, *Met.* 1.556

3. The elegiac couplet consists of two lines: first, a dactylic hexameter line; and second, a pentameter line, made up of two equal halves, each of which is two-and-a-half dactylic feet. The caesura of the pentameter falls between the two halves and is indicated by two vertical lines. The metrical pattern is

— — — | — — — | — — — | — — — | — — — | — —  
— — — | — — — | — — — | — — — | — — — | — —

as in

Multas per gentes et multa per aequora vectus  
adveniō has miseras, frater, ad inferias,

Catullus 101. 1-2

and

Militat omnis amans, et habet sua castra Cupido;  
Attice, crede mihi, militat omnis amans.

Ovid, *Amores* 1.9.1-2

4. The Sapphic strophe:

— ◡ | — ≍ | — ◡◡ | — ◡ | — ≍ (3 times)

— ◡◡ | — ≍

as in

Int̄ger vit̄ae scelerisq̄ue pur̄us  
 nōn eget Mauris iaculis neq̄ue arcū  
 nec venenatis gr̄avida sagittis,  
 Fusce, pharetra,

Horace 1.22.1-4

5. The Alcaic strophe:

— | — ◡ | — — | — ◡◡ | — ◡ | ≍ (twice)

— | — ◡ | — — | — ◡ | — ≍

— ◡◡ | — ◡◡ | — ◡ | — ≍

The first syllable of the first three lines is very rarely short;  
 lines containing short first syllables will not be tested.

nūnc et lat̄entis pr̄odit̄or int̄imō  
 gr̄atus puell̄ae risus ab angulō  
 p̄ignusq̄ue d̄ereptum lacertis  
 aut digitō mal̄e p̄ertināci.

Horace 1.9.22-24

## Bibliography

Bibliographies for each of the authors on the AP Latin syllabi are found beginning on page 201 in the most recent edition of the *AP Latin Teacher's Guide* (2001). The following works have appeared since the publication of the guide:

### Catullus

- Ancona, Ronnie. 2004. *Writing Passion: A Catullus Reader*. Wauconda, Ill.: Bolchazy-Carducci Publishers. Student Text: ISBN 0-86516-482-7. Teacher's Edition: ISBN 0-86516-483-5.
- Bender, Henry V., and Phyllis Forsyth. 2004. *Catullus for the AP: A Supplement*. Wauconda, Ill.: Bolchazy-Carducci Publishers. Student Text: ISBN 0-86516-575-0. Teacher's Edition: ISBN 0-86516-576-9.

### Vergil

- Boyd, Barbara Weiden. 2004. *Vergil's Aeneid: Selections from Books 1, 2, 4, 6, 10, and 12* (2nd edition). Wauconda, Ill.: Bolchazy-Carducci Publishers. Paperback Student Text: ISBN 0-86516-584-X. Hardbound Student Text: ISBN 0-86516-583-1. Teacher's Edition: ISBN 0-86516-481-9.
- LaFleur, Richard A., and Alexander G. McKay. 2003. *A Song of War: Readings from Vergil's Aeneid* (contains all AP selections plus Book Two in its entirety). Upper Saddle River, N.J.: Prentice Hall. Student Text: ISBN 0-13-053450-1. Teacher's Guide: ISBN 0-13-0534501.

# AP<sup>®</sup> Program Essentials

## The AP Reading

Each year in June, the free-response section of the exams, as well as the AP Studio Art portfolios, are scored by college faculty and secondary school AP teachers at the AP Reading. Thousands of Readers participate, under the direction of a Chief Reader (a college professor) in each AP subject. The experience offers both significant professional development and the opportunity to network with likeminded educators.

If you are an AP teacher or a college faculty member and would like to serve as a Reader, you can apply online at [apcentral.collegeboard.com/reader](http://apcentral.collegeboard.com/reader). Alternatively, you can send an e-mail to [apreader@ets.org](mailto:apreader@ets.org), or call Performance Assessment Scoring Services at 609 406-5384.

## AP Grades

The Readers' scores on the essay and problem-solving questions are combined with the results of the computer-scored multiple-choice questions, and the total raw scores are converted to a composite score on AP's 5-point scale:

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

## Grade Distributions

Many teachers want to compare their students' grades with national percentiles. Grade distribution charts are available at AP Central, as is information on how the grade boundaries for each AP grade are established. Grade distribution charts are also available on the AP student site at [www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents).

## **Why Colleges Grant Credit, Placement, or Both for AP Grades**

Colleges know that the AP grades of incoming students represent a level of achievement equivalent to that of students who take the same course in the colleges' own classrooms. That equivalency is ensured through several AP Program processes:

- College faculty serve on the committees that develop the Course Descriptions and exams in each AP course.
- College faculty are responsible for standard setting and are involved in the evaluation of student responses at the AP Reading.
- AP courses and exams are reviewed and updated regularly, based on the results of curriculum surveys at up to 200 colleges and universities, collaborations among the College Board and key educational and disciplinary organizations, and the interactions of committee members with professional organizations in their discipline.
- Periodic college comparability studies are undertaken in which the performance of college students on AP Exams is compared with that of AP students to confirm that the AP grade scale of 1 to 5 is properly aligned with current college standards.

In addition, the College Board has commissioned studies that use a “bottom-line” approach to validating AP Exam grades by comparing the achievement of AP students with non-AP students in higher level college courses. For example, in the 1998 Morgan and Ramist “21-College” study, AP students who were exempted from introductory courses and who completed a higher level course in college compared favorably, on the basis of their college grades, with students who completed the prerequisite first course in college, then took the second, higher level course in the subject area. Such studies answer the question of greatest concern to colleges: Are AP students who are exempted from introductory courses as well prepared to continue in a subject area as students who took their first course in college? To see the results of several college validity studies, go to AP Central. (The complete Morgan and Ramist study can be downloaded from the site.)

## **Guidelines on Setting Credit and Placement Policies for AP Grades**

The College Board has created two useful resources for admissions administrators and academic faculty who need guidance on setting an AP policy for their college or university. The printed guide *AP and Higher Education* provides guidance for colleges and universities in setting AP credit and placement policies. The booklet details how to set an AP policy, summarizes AP research studies, and describes in detail course and exam development and the exam scoring process. AP Central has a section geared toward colleges and universities that provides similar information and additional resources, including links to all AP research studies, released exam questions, and sample student responses at varying levels of achievement for each AP Exam. Visit [apcentral.collegeboard.com/highered](http://apcentral.collegeboard.com/highered).

The *Advanced Placement Policy Guide* for each AP subject field is designed for college faculty responsible for setting their department's AP policy. These folios provide content specific to each AP Exam, including validity research studies and a description of the AP course curriculum. Ordering information for these and other publications can be found in the AP Publications and Other Resources section of this Course Description.

## **College and University AP Credit and Placement Policies**

Each college and university sets its own AP credit and placement policies. The AP Program has created a new online search tool, AP Credit Policy Info, that provides links to credit and placement policies at hundreds of colleges and universities. The tool helps students find the credit hours and advanced placement they can receive for qualifying exam scores within each AP subject. AP Credit Policy Info is available at [www.collegeboard.com/ap/creditmap](http://www.collegeboard.com/ap/creditmap).

## **AP Scholar Awards**

The AP Program offers a number of AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through consistently high performance on AP Exams. Although there is no monetary award, students receive an award certificate, and the achievement is acknowledged on any grade report sent to colleges following the announcement of the awards. For detailed information about AP Scholar Awards (including qualification criteria), visit AP Central or contact the College Board's national office. Students can find this information at [www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents).

## AP Calendar

The *AP Program Guide* for education professionals and the *Bulletin for AP Students and Parents* provide important Program information and details on the key events in the AP calendar. Information on ordering or downloading these publications can be found at the back of this book.

## Exam Security

All parts of every AP Exam must be kept secure at all times. Forty-eight hours after the exam has been administered, the inserts containing the free-response questions (Section II) can be made available for teacher and student review.\* **However, the multiple-choice section (Section I) must remain secure both before and after the exam administration.** No one other than students taking the exam can ever have access to or see the questions contained in Section I—this includes AP Coordinators and all teachers. The multiple-choice section must never be shared, copied in any manner, or reconstructed by teachers and students after the exam. **Schools that knowingly or unknowingly violate these policies will not be permitted to administer AP Exams in the future and may be held responsible for any damages or losses the College Board and/or ETS incur in the event of a security breach.**

Selected multiple-choice questions are reused from year to year to provide an essential method of establishing high exam reliability, controlled levels of difficulty, and comparability with earlier exams. These goals can be attained only when the multiple-choice questions remain secure. This is why teachers cannot view the questions, and students cannot share information about these questions with anyone following the exam administration.

To ensure that all students have an equal opportunity to demonstrate their abilities on the exam, AP Exams must be administered in a uniform manner. **It is extremely important to follow the administration schedule and all procedures outlined in detail in the most recent *AP Coordinator's Manual*.** Please note that AP Studio Art portfolios and their contents are not considered secure testing materials; see the *AP Coordinator's Manual* and the appropriate *AP Examination Instructions* book for further information. The *Manual* also includes directions on how to handle misconduct and other security problems. All schools participating in AP automatically receive printed copies of the *Manual*. It is also available in PDF format at [apcentral.collegeboard.com/coordinators](http://apcentral.collegeboard.com/coordinators).

---

\* The free-response section of the alternate form (used for late testing administration) is NOT released.



Any breach of security should be reported to the Office of Testing Integrity immediately (call 800 353-8570 or 609 406-5427, fax 609 406-9709, or e-mail [tsreturns@ets.org](mailto:tsreturns@ets.org)).

## Teacher Support

### AP Central® ([apcentral.collegeboard.com](http://apcentral.collegeboard.com))

You can find the following Web resources at AP Central (free registration required):

- AP Course Descriptions, AP Exam questions and scoring guidelines, sample syllabi, research reports, and feature articles.
- A searchable Institutes and Workshops database, providing information about professional development events. AP Central offers online events that participants can access from their home or school computers.
- The Course Home Pages ([apcentral.collegeboard.com/coursehomepages](http://apcentral.collegeboard.com/coursehomepages)), which contain insightful articles, teaching tips, activities, lab ideas, and other course-specific content contributed by colleagues in the AP community.
- In-depth FAQs, including brief responses to frequently asked questions about AP courses and exams, the AP Program, and other topics of interest.
- Links to AP publications and products (some available for immediate download) that can be purchased online at the College Board Store ([store.collegeboard.com](http://store.collegeboard.com)).
- Moderated electronic discussion groups (EDGs) for each AP course to facilitate the exchange of ideas and practices.
- Teachers' Resources database—click on the “Teachers' Resources” tab to search for reviews of textbooks, reference books, documents, Web sites, software, videos, and more. College and high school faculty write the reviews with specific reference to the value of the resources in teaching AP courses.

AP teachers can also obtain a number of AP publications, CD-ROMs, and videos that supplement these Web resources. Please see the following pages for an overview and ordering information.

## Online Workshops and Events

College Board online events and workshops are designed to help support and expand the high level of professional development currently offered teachers in workshops and AP Summer Institutes. Because of budgetary, geographical, and time constraints, not all teachers and administrators are able to take advantage of live, face-to-face workshops. The College Board develops and offers both standard and customized online events and workshops for schools, districts, and states, which are available in both live and archival formats. Online events and workshops are developed and presented by experienced College Board consultants and guest speakers; online workshops are equivalent to one-day, face-to-face workshops.

## Pre-AP®

Pre-AP® is a suite of K–12 professional development resources and services designed to help equip middle school and high school teachers with the strategies and tools they need to engage their students in high-level learning, thereby ensuring that every middle school and high school student has the opportunity to acquire a deep understanding of the skills, habits of mind, and concepts they need to succeed in college.

Pre-AP is based on the following premises. The first is the expectation that all students can perform at rigorous academic levels. This expectation should be reflected in the curriculum and instruction throughout the school so that all students are consistently being challenged to bring their knowledge and skills to the next level.

The second important premise of Pre-AP is the belief that educators can prepare every student for higher intellectual engagement by starting the development of skills and the acquisition of knowledge as early as possible. When addressed effectively, the middle school and high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

Pre-AP teacher professional development explicitly supports the goal of college as an option for every student. It is important to have a recognized standard for college-level academic work. The AP Program provides these standards for Pre-AP. Pre-AP professional development resources reflect the topics, concepts, and skills taught in AP courses and assessed in AP Exams.

The College Board does not design, develop, or assess courses labeled “Pre-AP.” Courses labeled “Pre-AP” that inappropriately restrict access to AP and other college-level work are inconsistent with the fundamental purpose of the Pre-AP initiatives of the College Board. Schools, districts, and policymakers are encouraged to utilize Pre-AP professional

development in a manner that ensures equitable access to rigorous academic experiences for all students.

**Pre-AP Professional Development**

Pre-AP professional development is available through workshops and conferences coordinated by the College Board’s regional offices. Pre-AP professional development is divided into three categories:

- 1. **Vertical Teaming**—Articulation of content and pedagogy across the middle school and high school years. The emphasis is on aligning curricula and improving teacher communication. The intended outcome is a coordinated program of teaching skills and concepts over several years.
- 2. **Classroom Strategies**—Content-specific classroom strategies for middle school and high school teachers. Various approaches, techniques, and ideas are emphasized.
- 3. **Instructional Leadership**—Administrators and other instructional leaders examine how to use Pre-AP professional development—especially AP Vertical Teams®—to create a system that challenges all students to perform at rigorous academic levels.


For a complete list of Pre-AP professional development offerings, please contact your regional office or visit AP Central.

**AP Publications and Other Resources**

A number of AP resources are available to help students, parents, AP Coordinators, and high school and college faculty learn more about the AP Program and its courses and exams. To identify resources that may be of particular use to you, refer to the following key.

<b>AP Coordinators and Administrators</b>	<b>..... A</b>
<b>College Faculty</b>	<b>..... C</b>
<b>Students and Parents</b>	<b>..... SP</b>
<b>Teachers</b>	<b>..... T</b>

**Free Resources**

Copies of the following items can be ordered free of charge at [apcentral.collegeboard.com/freepubs](http://apcentral.collegeboard.com/freepubs). Items marked with a computer mouse icon  can be downloaded for free from AP Central.

## **The Value of AP Courses and Exams**

**A, SP, T**

This brochure can be used by school counselors and administrators to provide parents and students with information about the many benefits of participation in AP courses and exams.

## **AP Tools for Schools Resource Kit**

**A**

This complimentary resource assists schools in building their AP programs. The kit includes the new video *Experience College Success*, the brochure *The Value of AP Courses and Exams*, and brief descriptions of the AP Credit Policy Info search and the Parent's Night PowerPoint presentation.

*Experience College Success* is a six-minute video that provides a short overview of the AP Program, with commentary from admissions officers, college students, and high school faculty about the benefits of participation in AP courses. Each videotape includes both an English and Spanish version.

## **Bulletin for AP Students and Parents**

**SP**

This bulletin provides a general description of the AP Program, including information on the policies and procedures related to taking the exams. It describes each AP Exam, lists the advantages of taking the exams, describes the grade reporting process, and includes the upcoming exam schedule. The *Bulletin* is available in both English and Spanish.

## **Opening Classroom Doors: Strategies for Expanding Access to AP**

**A, T**

Increasing AP participation while maintaining the Program's high academic standards is a challenge for many schools. This booklet profiles best practices from urban, suburban, and rural schools nationwide that have successfully met this challenge, and offers powerful strategies for fostering a culture of excellence and equity.

## **Get with the Program**

**SP**

All students, especially those from underserved backgrounds, should understand the value of a high-quality education. Written especially for students and their families, this bilingual (Spanish/English) brochure highlights the benefits of participation in the AP Program. (The brochure can be ordered in large quantities for students in grades 8–12.)

## **AP Program Guide**

**A**

This guide takes the AP Coordinator through the school year step by step—organizing an AP program, ordering and administering the AP Exams, AP Exam payment, and grade reporting. It also includes information on teacher professional development, AP resources, and exam schedules.

## **AP and Higher Education**

**A, C, T**

This publication is intended to inform and help education professionals at the secondary and postsecondary levels understand the benefits of having a coherent, equitable AP credit and placement policy. Topics included are the development of AP courses and exams, grading of AP Exams, exam validation, research studies comparing the performance of AP students with non-AP students, uses of AP Exams by students in college, and how faculty can get involved in the AP Program.

## **Advanced Placement Policy Guides**

**A, C, T**

These policy guides are designed for college faculty responsible for setting their department's AP policy, and provide, in a subject-specific context, information about AP validity studies, college faculty involvement, and AP course curricular content. There are separate guides for each AP subject field.

## **Priced Publications**

The following items can be ordered through the College Board Store at [store.collegeboard.com](https://store.collegeboard.com). Alternatively, you can download an AP Order Form from AP Central at [apcentral.collegeboard.com/documentlibrary](https://apcentral.collegeboard.com/documentlibrary).

## **Course Descriptions**

**A, C, SP, T**

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

Note: PDF versions of current AP Course Descriptions for each AP subject may be downloaded free of charge from AP Central and the College Board's Web site for students. Follow the above instructions to purchase printed copies. (The Course Description for AP Computer Science is available in electronic format only.)

## Released Exams

C, T

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

## Teacher's Guides

T

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

## AP Vertical Teams® Guides

A, T

AP Vertical Teams (APVT) are made up of teachers from different grade levels who work together to develop and implement a sequential curriculum in a given discipline. Teams help students acquire the skills necessary for success in AP courses. To assist teachers and administrators who are interested in establishing an APVT at their school, the College Board has published these guides: *AP Vertical Teams Guide for English*; *Advanced Placement Mathematics Vertical Teams Toolkit*; *AP Vertical Teams Guide for Science*; *AP Vertical Teams Guide for Social Studies*; *AP Vertical Teams Guide for Fine Arts, Vol. 1: Studio Art*; *AP Vertical Teams Guide for Fine Arts, Vol. 2: Music Theory*; and *AP Vertical Teams Guide for Fine Arts, Vols. 1 and 2 (set)*.

## Multimedia APCD®

(home version, multinetwork site license)

SP, T

These CD-ROMs are available for AP Calculus AB, AP English Language, AP English Literature, AP European History, and AP U.S. History. They each include actual AP Exams, interactive tutorials, and other features, including exam descriptions, answers to frequently asked questions, study-skill suggestions, and test-taking strategies. Also included are a listing of resources for further study and a planner to help students schedule and organize their study time.

The teacher version of each CD, which can be licensed for up to 50 workstations, enables you to monitor student progress and provide individual feedback. Included is a Teacher's Manual that gives full explanations along with suggestions for utilizing the APCD in the classroom.

## **Electronic Publications**

Additional supplemental publications are available in electronic format to be purchased and downloaded from the College Board Store. These include a collection of 13 World History Teaching Units, Calculus free-response questions and solutions from 1969 to 1997, the *Physics Lab Guide*, and a collection of Java syllabi for Computer Science.

Announcements of new electronic publications can be found on the AP Course Home Pages on AP Central ([apcentral.collegeboard.com/coursehomepages](http://apcentral.collegeboard.com/coursehomepages)).

## Contact Us

### **NATIONAL OFFICE**

Advanced Placement Program  
45 Columbus Avenue  
New York, NY 10023-6992  
212 713-8066  
E-mail: [ap@collegeboard.org](mailto:ap@collegeboard.org)

### **AP SERVICES**

P.O. Box 6671  
Princeton, NJ 08541-6671  
609 771-7300  
877 274-6474 (toll free in the U.S.  
and Canada)  
E-mail: [apexams@info.collegeboard.org](mailto:apexams@info.collegeboard.org)

### **AP CANADA OFFICE**

1708 Dolphin Avenue, Suite 406  
Kelowna, BC, Canada V1Y 9S4  
250 861-9050  
800 667-4548 (toll free in Canada only)  
E-mail: [gewonus@ap.ca](mailto:gewonus@ap.ca)

### **AP INTERNATIONAL OFFICE**

*Serving all countries outside the U.S.  
and Canada*

45 Columbus Avenue  
New York, NY 10023-6992  
212 373-8738  
E-mail: [apintl@collegeboard.org](mailto:apintl@collegeboard.org)

### **MIDDLE STATES REGIONAL OFFICE**

*Serving Delaware, District of Columbia,  
Maryland, New Jersey, New York, Pennsylvania,  
Puerto Rico, and the U.S. Virgin Islands*

Two Bala Plaza, Suite 900  
Bala Cynwyd, PA 19004-1501  
866 392-3019  
E-mail: [msro@collegeboard.org](mailto:msro@collegeboard.org)

### **MIDWESTERN REGIONAL OFFICE**

*Serving Illinois, Indiana, Iowa, Kansas,  
Michigan, Minnesota, Missouri, Nebraska,  
North Dakota, Ohio, South Dakota, West Virginia,  
and Wisconsin*

1560 Sherman Avenue, Suite 1001  
Evanston, IL 60201-4805  
866 392-4086  
E-mail: [mro@collegeboard.org](mailto:mro@collegeboard.org)

### **NEW ENGLAND REGIONAL OFFICE**

*Serving Connecticut, Maine, Massachusetts,  
New Hampshire, Rhode Island, and Vermont*

470 Totten Pond Road  
Waltham, MA 02451-1982  
866 392-4089  
E-mail: [nero@collegeboard.org](mailto:nero@collegeboard.org)

### **SOUTHERN REGIONAL OFFICE**

*Serving Alabama, Florida, Georgia, Kentucky,  
Louisiana, Mississippi, North Carolina, South  
Carolina, Tennessee, and Virginia*

3700 Crestwood Parkway NW, Suite 700  
Duluth, GA 30096-7155  
866 392-4088  
E-mail: [sro@collegeboard.org](mailto:sro@collegeboard.org)

### **SOUTHWESTERN REGIONAL OFFICE**

*Serving Arkansas, New Mexico, Oklahoma,  
and Texas*

4330 South MoPac Expressway, Suite 200  
Austin, TX 78735-6735  
866 392-3017  
E-mail: [swro@collegeboard.org](mailto:swro@collegeboard.org)

### **WESTERN REGIONAL OFFICE**

*Serving Alaska, Arizona, California, Colorado,  
Hawaii, Idaho, Montana, Nevada, Oregon, Utah,  
Washington, and Wyoming*

2099 Gateway Place, Suite 550  
San Jose, CA 95110-1051  
866 392-4078  
E-mail: [wro@collegeboard.org](mailto:wro@collegeboard.org)



The background of the page is a grayscale photograph of several oak leaves and acorns. The leaves are scattered across the frame, with some showing detailed vein patterns. Three acorns are visible: one in the upper right, one in the center, and one in the lower left. The overall tone is natural and academic.

## **2004-05 Development Committee and Chief Reader**

**Shelley Haley**, Hamilton College, Clinton, New York, *Chair*

**Robert Cape**, Austin College, Sherman, Texas

**Linda Gillison**, University of Montana, Missoula

**Wells Hansen**, Milton Academy, Milton, Massachusetts

**Rosa Motta-Bischof**, Maury High School, Norfolk, Virginia

**Karen Singh**, Florida State University School, Tallahassee

**James Updegraff**, The Bishop's School, La Jolla, California

*Chief Reader:* **John Sarkissian**, Youngstown State University, Ohio

*ETS Consultants:* **Kathleen Rabiteau, James Hessinger**

**[apcentral.collegeboard.com](http://apcentral.collegeboard.com)**

**I.N. 727247**