

## Sample Multiple-Choice Questions with Targeted Learning Objectives

### Syllabus Reading: Vergil

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

#### Aeneas and the Sibyl approach the River Styx.

Ergo iter inceptum peragunt fluvioque propinquant.

Navita quos iam inde ut Stygia prospexit ab unda

per tacitum nemus ire pedemque advertere ripae,

sic prior adgreditur dictis atque increpat ultro:

- 5 “Quisquis es, armatus qui nostra ad flumina tendis,  
fare age, quid venias, iam istinc et comprime gressum.  
Umbrarum hic locus est, somni noctisque soporae:  
corpora viva nefas Stygia vectare carina.  
Nec vero Alciden me sum laetatus euntem  
10 accepisse lacu, nec Thesea Pirithoumque,  
dis quamquam geniti atque invicti viribus essent.”

1. Navita (line 2) refers to  
(A) Aeneas  
(B) Charon  
(C) a voyage  
(D) a ship

#### Targeted Learning Objective:

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

2. With the words comprime gressum (line 6), the speaker urges someone to  
(A) back up  
(B) turn around  
(C) stop  
(D) proceed

#### Targeted Learning Objective:

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

3. The metrical pattern of the first four feet of line 7 (Umbrarum ... soporaē) is
- (A) spondee-dactyl-spondee-spondee
  - (B) dactyl-dactyl-spondee-spondee
  - (C) dactyl-spondee-spondee-spondee
  - (D) spondee-dactyl-dactyl-spondee

**Targeted Learning Objective:**

- The student scans dactylic hexameter in Latin poetry.

4. Line 8 (corpora ... carina) is translated
- (A) bodies of the wicked travel swiftly on the Stygian boat
  - (B) the lively boat carries bodies of the wicked across the Styx
  - (C) it is forbidden for living bodies to be transported by the Stygian boat
  - (D) it is forbidden to carry living bodies in the Stygian boat

**Targeted Learning Objective:**

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

5. The name *Alciden* (line 9) refers to Hercules, who is described elsewhere in the *Aeneid* as visiting the home of
- (A) Evander
  - (B) Latinus
  - (C) Priam
  - (D) Juturna

**Targeted Learning Objective:**

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

6. A stylistic device used in line 11 (dis ... essent) is
- (A) chiasmus
  - (B) metonymy
  - (C) tmesis
  - (D) metaphor

**Targeted Learning Objective:**

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

7. The epic characteristic illustrated in the passage is
- (A) invocation of the Muse
  - (B) descent into the underworld
  - (C) hospitality shown to a guest
  - (D) intervention of the gods

**Targeted Learning Objective:**

- The student uses knowledge of authors or literary conventions to demonstrate understanding of the Latin texts.

## Syllabus Reading: Caesar

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

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

<sup>1</sup>tragula, -ae, f.: javelin

<sup>2</sup>amentum, -i, n.: strap for throwing javelin

8. In lines 1–2 (Tum ... deferat), we learn that
- (A) the Gauls brought rewards to Cicero
  - (B) the Gauls' horses were very valuable
  - (C) a cavalryman was willing to help the Romans
  - (D) Cicero asked a cavalryman to deliver a letter

**Targeted Learning Objectives:**

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

9. In lines 3–4, the grammatical function of intercepta epistola is
- (A) subject
  - (B) predicate nominative
  - (C) direct object
  - (D) ablative absolute

**Targeted Learning Objective:**

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

10. In line 6, deligata is translated
- (A) delegated
  - (B) fastened
  - (C) selected
  - (D) beloved

**Targeted Learning Objective:**

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

11. We can infer from cum legionibus (line 7) that the number of soldiers Caesar had with him was
- (A) about a dozen
  - (B) about a hundred
  - (C) several hundred
  - (D) several thousand

**Targeted Learning Objective:**

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

12. The antecedent of Haec (line 10) is
- (A) litteris (line 7)
  - (B) virtutem (line 8)
  - (C) tragulam (line 9)
  - (D) turrim (line 10)

**Targeted Learning Objective:**

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

13. From lines 12–14 (Ille ... adficit), we can infer that Cicero's soldiers
- (A) decided to surrender
  - (B) knew that help was coming
  - (C) prepared for a long siege
  - (D) spared the lives of the hostages

**Targeted Learning Objectives:**

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

14. Quintus Cicero's relationship to Marcus Cicero was
- (A) son
  - (B) father
  - (C) cousin
  - (D) brother

**Targeted Learning Objective:**

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

## Sight Reading: Poetry

## Observations on the lives of bees

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

<sup>1</sup>e pastu: “after feeding”

<sup>2</sup>musso, -are: buzz, hum

<sup>3</sup>aquor, -ari: fetch water

<sup>4</sup>lapillus, -i, m.: pebble

<sup>5</sup>cumba, -ae, f.: small boat, skiff

<sup>6</sup>saburra, -ae, f.: sand used as ballast or counterweight

15. In line 1 (Omnibus ... unus), we learn that all the bees
- (A) work individually
  - (B) work quietly
  - (C) have the same schedule
  - (D) look out for one another

**Targeted Learning Objective:**

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

16. In line 2, mane is translated
- (A) wait
  - (B) in the morning
  - (C) warn
  - (D) by hand

**Targeted Learning Objective:**

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

17. In line 2, portis is an ablative of
- (A) separation
  - (B) comparison
  - (C) cause
  - (D) specification

**Targeted Learning Objective:**

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

18. In line 7, -que connects
- (A) siletur (line 6) and sopor (line 7)
  - (B) siletur (line 6) and occupat (line 7)
  - (C) noctem (line 7) and fessos (line 7)
  - (D) fessos (line 7) and artus (line 7)

**Targeted Learning Objective:**

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



19. The metrical pattern of the first four feet of line 8 (Nec ... recedunt) is
- (A) spondee-spondee-dactyl-dactyl
  - (B) spondee-spondee-dactyl-spondee
  - (C) spondee-dactyl-dactyl-dactyl
  - (D) spondee-dactyl-dactyl-spondee

**Targeted Learning Objective:**

- The student scans dactylic hexameter in Latin poetry.

20. In line 9, the case of caelo is dependent on
- (A) recedunt (line 8)
  - (B) longius (line 9)
  - (C) credunt (line 9)
  - (D) adventantibus (line 9)

**Targeted Learning Objective:**

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

21. The case and number of excursus (line 11) are
- (A) nominative singular
  - (B) nominative plural
  - (C) genitive singular
  - (D) accusative plural

**Targeted Learning Objective:**

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

22. In line 13, tollunt is translated
- (A) pick up
  - (B) destroy
  - (C) roll
  - (D) tax

**Targeted Learning Objective:**

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

## Sight Reading: Prose

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

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

<sup>1</sup>sponsalia, -ium, n. pl.: a betrothal ceremony

<sup>2</sup>secedo, -cedere, -cessi, -cessum: withdraw from Rome into the country

<sup>3</sup>Laurentinum, -i, n.: Pliny’s seaside villa

<sup>4</sup>fultura, -ae, f.: prop, support

<sup>5</sup>carpo, -ere, carpsi, carptum: criticize, attack

23. In line 1, quem is translated

- (A) whom
- (B) someone
- (C) which
- (D) him

**Targeted Learning Objective:**

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

24. In line 2, Officio togae virilis refers to
- (A) the coming-of-age ceremony
  - (B) greeting one's patron in the morning
  - (C) performing a public sacrifice
  - (D) dressing properly to run for office

**Targeted Learning Objective:**

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

25. In line 5, die is ablative of
- (A) manner
  - (B) specification
  - (C) time within which
  - (D) time when

**Targeted Learning Objective:**

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

26. Quot ... absumpsi (lines 7–8) is translated
- (A) How many days I have wasted with such boring things!
  - (B) How boring it was wasting these days with such things!
  - (C) How much of a day did I waste with such boring things!
  - (D) How did I waste such a day with boring things!

**Targeted Learning Objective:**

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

27. What feature of literary style occurs in lines 8–11 (Quod ... sustinetur) ?
- (A) Litotes
  - (B) Polysyndeton
  - (C) Apostrophe
  - (D) Personification

**Targeted Learning Objective:**

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

28. In lines 12–13 (nemo apud me ... reprehendo), we learn that at Pliny's house
- (A) no one criticizes anyone else
  - (B) anyone can criticize anything
  - (C) Pliny criticizes everyone
  - (D) people criticize Pliny

**Targeted Learning Objectives:**

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

29. In lines 13–14 (neminem ... scribo), we learn that Pliny gets upset only when
- (A) no one comes to visit him
  - (B) his neighbor drops by unannounced
  - (C) he does not like what he has written
  - (D) he has little to write about

**Targeted Learning Objective:**

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

30. According to mecum ... loquor (line 16), in what pastime does Pliny indulge?
- (A) Reading
  - (B) Swimming
  - (C) Hunting
  - (D) Gardening

**Targeted Learning Objective:**

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

Answers to Multiple-Choice Questions

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

## Sample Free-Response Questions with Targeted Learning Objectives

**Directions:** Read the following passages carefully, and answer ALL of the questions. The responsibility rests with the student to convince the reader that the student is drawing conclusions or support from the Latin text and not from a general recall of the passage.

### Question 1 — Translation: Vergil

(Suggested time: 15 minutes)

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

*Aeneid* 1. 522–526

Translate the passage above as literally as possible.

#### Targeted Learning Objectives:

- The student demonstrates knowledge of Latin vocabulary when translating Latin texts into English.
- The student demonstrates knowledge of Latin morphology when translating Latin texts into English.
- The student demonstrates knowledge of Latin grammar and syntax when translating Latin texts into English.
- The student demonstrates an understanding of differences between Latin and English usage when translating Latin texts into English.

## Question 2 — Translation: Caesar

(Suggested time: 15 minutes)

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

### *Bellum Gallicum* 1. 7. 3

Translate the passage above as literally as possible.

#### **Targeted Learning Objectives:**

- The student demonstrates knowledge of Latin vocabulary when translating Latin texts into English.
- The student demonstrates knowledge of Latin morphology when translating Latin texts into English.
- The student demonstrates knowledge of Latin grammar and syntax when translating Latin texts into English.
- The student demonstrates an understanding of differences between Latin and English usage when translating Latin texts into English.

### Question 3 — Analytical Essay

(Suggested time: 45 minutes)

(A)

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

*Bellum Gallicum* 6. 20. 1–2

(B)

Extemplo Libyae magnas it Fama per urbes,  
Fama, malum qua non aliud velocius ullum:

...

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

*Aeneid* 4. 173–174; 184–190

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

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

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



**Targeted Learning Objectives:**

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

## Question 4 — Short Answers: Vergil

(Suggested time: 15 minutes)

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

*Aeneid 6. 847–853*

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

1. Name the speaker of these words.
2. Write out and scan line 4 (describent ... dicent).
3. According to lines 1–4 (Excudent ... dicent), what is one occupation that others do better than the Romans? Write out the Latin that supports your answer.
4. Translate memento (line 5) and name its mood.
5. When in Book 12 does Aeneas himself refuse parcere subiectis (line 7) ? Why does he act this way?

**Targeted Learning Objectives:**

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

## Question 5 — Short Answers: Caesar

(Suggested time: 15 minutes)

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

### *Bellum Gallicum* 4. 25. 3–5

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

1. In line 1 (Atque ... maris), why are the Roman soldiers hesitating?
2. Who is the speaker of the words “Desilite ... milites” (lines 2–3) ?
3. Why is the aquilam (line 3) important to the soldiers?
4. According to lines 4–5 (Hoc ... coepit), what is one of the things the speaker does after he finishes speaking? Translate ne tantum dedecus admitteretur (lines 5–6) and identify the grammatical construction.
5. Give a specific example of how Caesar demonstrates his opinion of the tenth legion elsewhere in the *Bellum Gallicum*.

#### Targeted Learning Objectives:

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

## Scoring Guidelines

### Question 1 — Translation: Vergil

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

*Aeneid* 1. 522–526

### Translation

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

### 15 points total; 1 point for each segment

1. *O regina*
  2. *cui Iuppiter dedit*
  3. *condere novam urbem*
  4. *iustitiaque frenare*
  5. *superbas gentes*
  6. *Troes miseri*
  7. *vecti ventis*
  8. *maria omnia*
  9. *te oramus*
  10. *prohibe*
  11. *infandos ignes*
  12. *a navibus*
  13. *parce pio generi*
  14. *et aspice propius*
  15. *res nostras*
1. *O regina*: (Oh/O) queen; *O* need not be translated, but *regina* must be construed as vocative
  2. *cui Iuppiter dedit*: to whom Jupiter (has) granted/given, whom Jupiter (has)

allowed/permitted

3. *condere novam urbem*: to found/establish/build a new city/(walled) town
4. *iustitia*: with/by means of justice/equity/righteousness; must be construed as ablative of means  
*-que*: and  
*frenare*: (to) restrain/bridle/govern/keep in check; *to* may be omitted if used previously to translate *condere*
5. *superbas gentes*: (the) haughty/proud tribes/races/peoples/nations; must be construed as direct object of *frenare*
6. *Troes miseri*: wretched/unhappy/miserable/unfortunate Trojans
7. *vecti*: carried/borne/conveyed, having traveled/sailed  
*ventis*: by/on the winds
8. *maria omnia*: over/on/across all seas; must be translated as a prepositional phrase if *vecti* is translated as passive (e.g., “carried”), may be translated as direct object if *vecti* is translated as transitive (e.g., “having traveled”)
9. *te oramus*: we beg/implore/beseech you
10. *prohibe*: hold back/keep away/keep off/ward off/avert; must be construed as imperative
11. *infandos ignes*: unspeakable/abominable/atrocious fires; must be rendered as plural
12. *a navibus*: from the ships
13. *parce*: spare/be sparing to; must be construed as imperative  
*pio generi*: a pious/dutiful/devout race/people/nation
14. *et*: and  
*aspice*: look upon/look at/regard/consider; must be construed as imperative  
*propius*: more closely
15. *res nostras*: our affairs/circumstances; must be construed as object of *aspice*

**Question 2 — Translation: Caesar**

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

*Bellum Gallicum 1. 7. 3*

**Translation**

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

**15 points total; 1 point for each segment**

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

## Acceptable Translations

1. *Ubi*: when  
*Helvetii*: the Helvetians, the Helvetii; must be construed as subject
2. *de*: about, concerning, of  
*eius*: his, of him; must be construed as modifying *adventu*  
*adventu*: (the) arrival/approach; must be construed as object of *de*
3. *certiores facti sunt*: were/have been made more certain, were/have been informed/apprised; may be construed as past perfect (“had been”) only if *mittunt* is translated as simple past (“sent”)
4. *ad eum*: to him  
*mittunt*: sent/sends
5. *legatos*: (as) ambassadors/envoys/emissaries/legates/deputies  
*nobilissimos*: noblest/most noble/very noble/most eminent/most famous (men); must be construed as superlative; may be construed as adjective modifying *legatos* or as substantive in apposition with *legatos*
6. *civitatis*: of the city/state/nation/tribe, the city’s/state’s/nation’s/tribe’s
7. *cuius legationis*: of which/this/whose embassy/legation
8. *principem locum*: the chief/first/principal place/position/rank; must be construed as direct object
9. *Nammeius et Verucloetius*: Nammeius and Verucloetius; must be construed as subject  
*obtinebant*: held/possessed/occupied, were holding/possessing/occupying
10. *qui dicerent*: (in order) to say, so that they might say, who were to/might/should/would say; must be construed as expressing purpose
11. *sibi esse*: that it was/is ... their (mind)/for them, that they had/have (it); must be construed as past if *mittunt* is construed as past, present if *mittunt* is construed as present
12. *in animo*: in (their) mind(s)
13. *sine ullo maleficio*: without any misdeed/offense/misbehavior/mischief
14. *iter facere*: to make a journey/march, to march
15. *per provinciam*: through/across the province

## Question 3 — Analytical Essay

<p><b>5</b> <b>Strong</b></p>	<ul style="list-style-type: none"> <li>• The essay provides a well-developed, nuanced analysis of the ways in which both Vergil and Caesar portray the impact of rumor.</li> <li>• The analysis is supported by relevant details and evidence drawn from throughout both passages.</li> <li>• References to the Latin are accurate, specific, and relevant.</li> <li>• Inferences made and conclusions drawn fully support the analysis.</li> <li>• Any examples of language usage and/or stylistic features are well developed and support the analysis.</li> <li>• Any contextual references are specific and accurate, and support the analysis.</li> </ul>
<p><b>4</b> <b>Good</b></p>	<ul style="list-style-type: none"> <li>• The essay provides analysis of the ways in which both Vergil and Caesar portray the impact of rumor, though it may not be nuanced.</li> <li>• The analysis is supported by the citation of main ideas and some supporting details, with evidence drawn from throughout both passages.</li> <li>• References to the Latin are accurate, specific, and generally relevant.</li> <li>• Some inferences may be drawn but the essay relies more on what is directly stated in the passages; occasional errors in inferences may occur.</li> <li>• Any examples of language usage and/or stylistic features may not be well developed and/or may not support the analysis.</li> <li>• Any contextual references used to support the argument may not be specific and/or accurate.</li> </ul>
<p><b>3</b> <b>Fair</b></p>	<ul style="list-style-type: none"> <li>• The essay provides discussion about the ways in which both Vergil and Caesar portray the impact of rumor, but it may be uneven, inadequately developed, and/or primarily focused on only one of the passages.</li> <li>• The discussion is supported by main ideas but few supporting details and relies on summary rather than analysis.</li> <li>• References to the Latin are accurate but may be limited or not connected to the focus of the discussion.</li> <li>• The essay may show partial understanding of information that is not stated but implied; few inferences are made.</li> <li>• Any examples of language usage and/or stylistic features may not be connected to the discussion.</li> <li>• Any contextual references made are not connected effectively to the discussion.</li> </ul>
<p><b>2</b> <b>Weak</b></p>	<ul style="list-style-type: none"> <li>• The essay provides discussion about the ways in which both Vergil and Caesar portray the impact of rumor, but the discussion may be confusing and lack organization.</li> <li>• There may be limited discussion of both passages or an adequate discussion of one passage and failure to recognize the other.</li> <li>• The discussion consists of summary, not analysis.</li> <li>• References to the Latin, if any, are limited and there is little or no understanding of the meaning and context.</li> <li>• Inferences based on the passages are not accurate, and assumptions are incorrect.</li> <li>• No meaningful examples of language usage and/or stylistic features are provided.</li> <li>• No meaningful contextual references are made.</li> </ul>



<p><b>1</b> <b>Poor</b></p>	<ul style="list-style-type: none"> <li>• The essay shows some understanding of the question but contains no meaningful discussion about the ways in which Vergil and Caesar portray the impact of rumor. It provides some correct, relevant information.</li> <li>• Either no Latin or only individual words are cited; no understanding of the meaning and context of either passage is demonstrated.</li> <li>• The essay makes no inferences based on the passages.</li> <li>• No meaningful examples of language usage and/or stylistic features are provided.</li> <li>• No meaningful contextual references are made.</li> </ul>
<p><b>0</b> <b>Unacceptable</b></p>	<ul style="list-style-type: none"> <li>• The response is totally irrelevant, totally incorrect, or merely restates the question.</li> <li>• The response demonstrates no understanding of the Latin in context.</li> </ul>
<p>—</p>	<ul style="list-style-type: none"> <li>• The page is blank or the response is off-task (e.g., drawing, personal letter).</li> </ul>

## Question 4 — Short Answers: Vergil

Question Number	Points	Possible Answers
1	1 point	Anchises
2	1 point	<p>Dēscrib ēnt rādīo, ēt sūr gēntiā   sīdērā  dicēnt  ["∪" means elision]</p> <p>Note: To receive full credit, students need only mark long (ˉ) and short (˘) syllables; they may also mark elisions (.) or divisions between metrical feet ( ) but are not required to do so.</p>
3	2 points: 1 point for the occupation and 1 point for the supporting Latin	<p>Any one of the following answers is acceptable:</p> <ul style="list-style-type: none"> <li>• Sculptor/Artist:  (in bronze): "Excudent alii spirantia mollius aera"  (in marble): "Excudent alii vivos de marmore vultus"</li> <li>• Lawyer: "orabunt causas melius"</li> <li>• Astronomer: "caelique meatus describent radio"  "surgentia sidera dicent"</li> </ul>
4	2 points: 1 point for the translation and 1 point for the mood	<ul style="list-style-type: none"> <li>• Translation: "remember/be mindful"</li> <li>• Mood: imperative</li> </ul>
5	2 points: 1 point for the occasion and 1 point for the reason(s) for Aeneas' actions	<ul style="list-style-type: none"> <li>• Occasion: the fight between Aeneas and Turnus when Aeneas refuses to spare Turnus/kills Turnus</li> <li>• Reason: Aeneas sees Pallas's sword-belt/baldric worn by Turnus and this enrages him</li> </ul>

## Question 5 — Short Answers: Caesar

Question Number	Points	Possible Answers
1	1 point	Because of the depth of the sea
2	1 point	The soldier who bore the eagle/standard of the 10th legion
3	1 point	The soldiers follow where it leads/it serves as a rallying point for the legion/it is the symbol of the Roman army
4	1 point	Possible answers: <ul style="list-style-type: none"> <li>• He throws himself from the ship/jumps off the ship into the water</li> <li>• He begins to carry the eagle against the enemy</li> </ul>
5	2 points: 1 point for the translation and 1 point for the grammatical construction	Translation: <ul style="list-style-type: none"> <li>• in order that/so that so great a shame not be allowed/lest so great a shame be allowed</li> <li>• in order that/so that so great a disgrace not be incurred/lest so great a disgrace be incurred</li> </ul> Grammatical construction: <ul style="list-style-type: none"> <li>• negative purpose clause</li> <li>• indirect command [dependent on <i>cohortati</i>]</li> </ul>
6	1 point	Possible answers: <ul style="list-style-type: none"> <li>• Caesar especially trusts the tenth legion because of its bravery. [Book 1.40]</li> <li>• Caesar had the soldiers of the tenth legion ride on horseback temporarily so that he could have his favorite troops as a bodyguard. In this way, he would not break his agreement with Ariovistus that each could come to their meeting attended only by mounted guards. [Book 1.41–42]</li> <li>• Caesar describes how the tenth legion plays a crucial role in stopping Vercingetorix at Alesia. [Book 7.51]</li> </ul>