



# **AP<sup>®</sup> Latin: Vergil**

## **Practice Exam**

The questions contained in this AP<sup>®</sup> Latin: Vergil Practice Exam are written to the content specifications of AP Exams for this subject. Taking this practice exam should provide students with an idea of their general areas of strengths and weaknesses in preparing for the actual AP Exam. Because this AP Latin: Vergil Practice Exam has never been administered as an operational AP Exam, statistical data are not available for calculating potential raw scores or conversions into AP grades.

This AP Latin: Vergil Practice Exam is provided by the College Board for AP Exam preparation. Teachers are permitted to download the materials and make copies to use with their students in a classroom setting only. To maintain the security of this exam, teachers should collect all materials after their administration and keep them in a secure location. Teachers may not redistribute the files electronically for any reason.

## Contents

Directions for Administration .....	ii
Section I: Multiple-Choice Questions .....	1
Section II: Free-Response Questions .....	9
Student Answer Sheet for Multiple-Choice Section .....	14
Multiple-Choice Answer Key .....	15
Free-Response Scoring Guidelines.....	16

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## **AP<sup>®</sup> Latin: Vergil**

### **Directions for Administration**

The AP Latin: Vergil Exam is three hours in length and consists of a multiple-choice section and a free-response section.

- The one-hour multiple-choice section contains 50 questions and accounts for 40 percent of the final grade.
- The two-hour free-response section contains 5 questions and accounts for 60 percent of the final grade.

Students should be given a 10-minute warning prior to the end of each section of the exam. A 10-minute break should be provided after Section I is completed.

The actual AP Exam is administered in one session. Students will have the most realistic experience if a complete morning or afternoon is available to administer this practice exam. If a schedule does not permit one time period for the entire practice exam administration, it would be acceptable to administer Section I one day and Section II on a subsequent day.

Many students wonder whether or not to guess the answers to the multiple-choice questions about which they are not certain. It is improbable that mere guessing will improve a score. However, if a student has some knowledge of the question and is able to eliminate one or more answer choices as wrong, it may be to the student's advantage to answer such a question.

- The use of calculators, or any other electronic devices, is not permitted during the exam.
- It is suggested that the practice exam be completed using a pencil in Section I and a blue or black pen in Section II to simulate an actual administration.
- Teachers will need to provide paper for the students to write their free-response answers. Teachers should provide directions to the students indicating how they wish the responses to be labeled so the teacher will be able to associate the student's response with the question the student intended to answer.
- Remember that students are not allowed to remove any materials, including scratch work, from the testing site.

**Section I**

**Multiple-Choice Questions**

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

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

**Juno addresses Jupiter.**

“Et nunc cedo equidem pugnasque exosa relinquo.  
Illud te, nulla fati quod lege tenetur,  
pro Latio obtestor, pro maiestate tuorum:  
*Line* cum iam conubiis pacem felicibus (esto)  
5 component, cum iam leges et foedera iungent,  
ne vetus indigenas nomen mutare Latinos  
neu Troas fieri iubeas Teucrosque vocari  
aut vocem mutare viros aut vertere vestem.  
Sit Latium, sint Albani per saecula reges,  
10 sit Romana potens Italia virtute propago:  
occidit, occideritque sinas cum nomine Troia.”

1. In line 1, -que connects
  - (A) nunc and equidem (line 1)
  - (B) cedo and relinquo (line 1)
  - (C) equidem and pugnas (line 1)
  - (D) pugnas and exosa (line 1)
2. The case of exosa (line 1) is
  - (A) nominative
  - (B) accusative
  - (C) ablative
  - (D) vocative
3. How many elisions occur in line 1 (Et . . . relinquo) ?
  - (A) None
  - (B) One
  - (C) Two
  - (D) Three
4. In line 2, quod refers to
  - (A) Illud (line 2)
  - (B) te (line 2)
  - (C) fati (line 2)
  - (D) lege (line 2)
5. In lines 1-3 (Et . . . tuorum), we learn that Juno
  - (A) believes that she is not subject to the law
  - (B) wishes that Latium not be accountable to the laws of fate
  - (C) asks for something not determined by fate
  - (D) asks Jupiter to change the law of fate
6. In lines 4-5, cum . . . cum is translated
  - (A) with . . . with
  - (B) when . . . when
  - (C) when . . . although
  - (D) with . . . when
7. The case and number of foedera (line 5) are
  - (A) nominative plural
  - (B) accusative plural
  - (C) ablative singular
  - (D) vocative singular
8. In lines 4-5 (cum . . . iungent), Juno alludes to the marriage of
  - (A) Anchises and Venus
  - (B) Paris and Helen
  - (C) Latinus and Amata
  - (D) Aeneas and Lavinia

**GO ON TO THE NEXT PAGE.**

9. Which of the following figures of speech occurs in line 6 (ne . . . Latinos) ?

- (A) Asyndeton
- (B) Personification
- (C) Litotes
- (D) Synchysis (interlocked word order)

10. Which of the following characteristics of the Latins is mentioned in lines 6-8 (ne . . . vestem) ?

- (A) Their history
- (B) Their language
- (C) Their political system
- (D) Their religion

11. In line 9, the phrase Albani reges refers to

- (A) the Etruscan kings of Rome
- (B) the kings of Alba Longa
- (C) Romulus and Remus
- (D) the future emperors of Rome

12. In line 10, Romana modifies

- (A) saecula (line 9)
- (B) virtute (line 10)
- (C) propago (line 10)
- (D) Troia (line 11)

13. The metrical pattern of the first four feet of line 11 (occidit . . . Troia) is

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

**Pompeius Magnus addresses his wife before battle.**

Venit maesta dies et quam nimiumque parumque  
distulimus; iam totus adest in proelia Caesar.

Cedendum est bellis, quorum tibi tuta latebra

- Line 5 Lesbos erit. Desiste preces temptare: negavi  
iam mihi. Non longos a me patiere recessus;  
praecipites aderunt casus. Properante ruina  
summa cadunt. Satis est audisse pericula Magni;  
meque tuus decepit amor, civilia bella  
10 si spectare potes. Nam me iam Marte parato  
securus cepisse pudet cum coniuge somnos,  
eque tuo, quatiunt<sup>1</sup> miserum cum classica<sup>2</sup> mundum,  
surrexisse sinu.<sup>3</sup>

<sup>1</sup> quatio, -ere: shake

<sup>2</sup> classicum, -i, n.: battle signal, bugle

<sup>3</sup> sinus, -us, m.: embrace

14. In line 1, quam is translated

- (A) whom
- (B) when
- (C) which
- (D) than

15. In line 2 (iam . . . Caesar), we learn that

- (A) battles are everything for Caesar
- (B) Caesar and all his resources are at hand
- (C) Caesar has already fought an entire battle
- (D) Every battle brings Caesar closer now

16. In line 3, quorum refers to which of the following?

- (A) dies (line 1)
- (B) proelia (line 2)
- (C) bellis (line 3)
- (D) preces (line 4)

17. The metrical pattern of the first four feet of line 3 (Cedendum . . . latebra) is

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

18. In lines 3-4 (quorum . . . erit), we learn that

- (A) all the men will go into hiding
- (B) only some people will be saved
- (C) Lesbos will be a safe hiding place
- (D) part of Lesbos will be saved from war

19. In lines 4-5, negavi iam mihi is translated

- (A) I have already said no to myself
- (B) I refused to let her come to me
- (C) I have myself already been denied
- (D) I have now denied her this

20. In line 6 (praecipites aderunt casus), Pompeius says that

- (A) misfortunes will come swiftly
- (B) the leaders are approaching the houses
- (C) opportunities for flight are gone
- (D) those who rush will soon fall

21. The subject of cadunt (line 7) is

- (A) ruina (line 6)
- (B) summa (line 7)
- (C) casus (understood)
- (D) Magni (understood)

22. In lines 8-9 (meque . . . potes), we learn that

- (A) Pompeius' wife has deceived him about the events of the war
- (B) Pompeius hopes that his wife will be able to watch him fight in battle
- (C) Pompeius questions the love of someone who can watch the upcoming conflict
- (D) Pompeius was so blinded by love of his wife that he could not foresee civil war

23. Which of the following refers to the same person as coniuge (line 10) ?

- (A) me (line 8)
- (B) the subject of decepit (line 8)
- (C) the subject of potes (line 9)
- (D) Marte (line 9)

24. Which of the following figures of speech occurs in lines 9-10 (Nam . . . somnos) ?

- (A) Chiasmus
- (B) Litotes
- (C) Hysteron proteron
- (D) Metonymy

25. In line 11, tuo modifies

- (A) Marte (line 9)
- (B) coniuge (line 10)
- (C) classica (line 11)
- (D) sinu (line 12)

**GO ON TO THE NEXT PAGE.**

### Spartacus and his men on the loose

Line  
5 Spartacus, Crixus, Oenomaus, effracto Lentuli ludo,<sup>1</sup> cum triginta aut amplius eiusdem fortunae viris erupere Capuā. Servisque ad auxilium vocatis, cum statim decem milia amplius coissent, homines non modo effugisse contenti, iam et vindicari volebant. Prima sedes velut rabidis beluis<sup>2</sup> mons Vesuvius placuit. Ibi cum obsiderentur a Clodio Glabro, per fauces<sup>3</sup> cavi montis vitineis<sup>4</sup> delapsi vinculis ad imas eius descendere radices, et exitu invisio nihil  
5 tale opinantis<sup>5</sup> ducis impetu castra rapuerunt.

<sup>1</sup> ludus, -i, m.: gladiatorial school

<sup>2</sup> belua, -ae, f.: monster, brute

<sup>3</sup> fauces, -ium, f. pl.: passage, narrow channel

<sup>4</sup> vitineus, -a, -um, adj.: made of vines

<sup>5</sup> opinor, -ari: expect, imagine

26. In line 1, cum is translated

- (A) when
- (B) since
- (C) although
- (D) with

27. The word triginta (line 1) modifies

- (A) amplius (line 1)
- (B) fortunae (line 1)
- (C) viris (line 1)
- (D) Capuā (line 2)

28. Capuā (line 2) is translated

- (A) to Capua
- (B) from Capua
- (C) in Capua
- (D) near Capua

29. In line 2, cum statim decem milia amplius coissent is translated

- (A) when more than 10,000 had gathered immediately
- (B) although ten would be more than enough for a military stand
- (C) since more than 10,000 soldiers would suddenly clash
- (D) they met with ten very large soldiers standing guard

30. The case and number of contenti (line 3) are

- (A) genitive singular
- (B) dative singular
- (C) vocative plural
- (D) nominative plural

31. In lines 2-3 (homines . . . volebant), we learn that the men

- (A) had taken different routes of escape
- (B) were eager for vengeance
- (C) were content to rush to the same spot
- (D) wanted someone to protect them

32. The case and number of sedes (line 3) are

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

33. Which of the following figures of speech occurs in the words Prima . . . placuit (line 3) ?

- (A) Simile
- (B) Oxymoron
- (C) Polysyndeton
- (D) Anaphora

GO ON TO THE NEXT PAGE.



34. Ibi (line 3) refers to
- (A) the gladiatorial school
  - (B) the city of Capua
  - (C) Mount Vesuvius
  - (D) Clodius Glabrus' camp
35. In line 4, vitineis modifies
- (A) fauces (line 4)
  - (B) montis (line 4)
  - (C) vinculis (line 4)
  - (D) radices (line 4)
36. In line 4 (per . . . radices), we learn that Spartacus' men
- (A) survived by eating roots for nourishment
  - (B) were trapped by a landslide
  - (C) slid to the bottom of the mountain on vines
  - (D) were chained and thrown into prison
37. In lines 4-5, how is nihil . . . rapuerunt translated?
- (A) They plundered, by assault, the camp of the general, who expected no such thing.
  - (B) The leaders, having expected no such attack, plundered the camp.
  - (C) They repelled the attack of the leader who expected no such thing in camp.
  - (D) After such an attack, they seized the leader of the camp, who expected nothing.

**GO ON TO THE NEXT PAGE.**

### The haunts and activities of Cupid and his helpers

Intus rura micant, manibus quae subdita<sup>1</sup> nullis  
perpetuum florent, Zephyro contenta colono.  
Labuntur gemini fontes, hic dulcis, amarus<sup>2</sup>  
*Line* alter, et infusis corrumpunt mella venenis,  
5 unde Cupidineas armari<sup>3</sup> fama sagittas.  
Mille pharetrati<sup>4</sup> ludunt in margine fratres,<sup>5</sup>  
ore pares, aevo similes, gens mollis Amorum.  
Hos Nymphae pariunt, illum Venus aurea solum  
10 edidit. Ille deos caelumque et sidera cornu  
temperat et summos dignatur figere reges;  
hi plebem feriunt. Nec cetera numina desunt.

<sup>1</sup> subdo, subdere, subdidi, subditus: subject, expose

<sup>2</sup> amarus, -a, -um, adj.: bitter

<sup>3</sup> armo, -are: fortify, strengthen

<sup>4</sup> pharetratus, -a, -um, adj.: wearing a quiver

<sup>5</sup> fratres: "Cupid's helpers"

38. The case and number of rura (line 1) are

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

39. The words Zephyro contenta colono (line 2) are translated

- (A) happy with the west wind as a farmer
- (B) the west wind contained by the farmer
- (C) the farmer being satisfied with the west wind
- (D) after the farmer had struggled with the west wind

40. From the words Intus . . . colono (lines 1-2), we learn that

- (A) there are never enough hands to plow the fields
- (B) the countryside blooms without human assistance
- (C) the farmer is content to have subdued the fields
- (D) no one enjoys the life of a farmer

41. In lines 3-4 (Labuntur . . . alter), we learn that

- (A) twin brothers were purifying themselves at the altar
- (B) it is not an easy task to transport water to some places
- (C) one stream is sweet and the other bitter
- (D) two sweet and loving boys slipped into the water

42. In line 5 (unde . . . sagittas), which of the following words is understood?

- (A) hic
- (B) ille
- (C) est
- (D) sunt

43. The subject of armari (line 5) is

- (A) mella (line 4)
- (B) venenis (line 4)
- (C) fama (line 5)
- (D) sagittas (line 5)

44. In line 6, pharetrati modifies

- (A) Mille (line 6)
- (B) margine (line 6)
- (C) fratres (line 6)
- (D) ore (line 7)

45. The word gens (line 7) refers to the same thing as

- (A) margine (line 6)
- (B) fratres (line 6)
- (C) ore (line 7)
- (D) Nymphae (line 8)

46. In line 8, Hos and illum refer to

- (A) drops of honey and poison
- (B) arrows and quiver
- (C) Cupid's helpers and Cupid himself
- (D) Nymphs and Venus

GO ON TO THE NEXT PAGE.

47. In line 9, edidit is closest in meaning to

- (A) corrumpunt (line 4)
- (B) ludunt (line 6)
- (C) pariunt (line 8)
- (D) temperat (line 10)

48. The metrical pattern of the first four feet of line 9 (edidit . . . cornu) is

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

49. Nec . . . desunt (line 11) tells us that

- (A) power is not for the many
- (B) other gods are present
- (C) the remaining gods lack power
- (D) some things are unnamed

50. Which of the following figures of speech occurs in line 11 (hi . . . desunt) ?

- (A) Polysyndeton
- (B) Personification
- (C) Litotes
- (D) Chiasmus

**END OF SECTION I**

**IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY  
CHECK YOUR WORK ON THIS SECTION.**

**DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.**

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**Section II**

**Free-Response Questions**

**LATIN: VERGIL**  
**SECTION II**  
**Time—2 hours**  
**Percent of total grade—60**

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

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.

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**Question V1** (15 percent)  
(Suggested time—10 minutes)

Begin your answer to this question on a clean page.

Hic Priamus, quamquam in media iam morte tenetur,  
non tamen abstinuit nec voci iraeque pepercit:  
“At tibi pro scelere,” exclamat, “pro talibus ausis  
*Line* di, si qua est caelo pietas quae talia curet,  
5 persolvant grates dignas et praemia reddant  
debita . . .”

*Aeneid* 2. 533-538

Translate the passage above as literally as possible.

**Question V2** (15 percent)  
(Suggested time—10 minutes)

Begin your answer to this question on a clean page.

Nec te noster amor nec te data dextera quondam  
nec moritura tenet crudeli funere Dido?  
Quin etiam hiberno moliri sidere classem  
*Line* et mediis properas Aquilonibus ire per altum,  
5 crudelis? Quid, si non arva aliena domosque  
ignotas peteres, et Troia antiqua maneret,  
Troia per undosum peteretur classibus aequor?

*Aeneid* 4. 307-313

Translate the passage above as literally as possible.

**GO ON TO THE NEXT PAGE.**

**Question V3** (35 percent)  
(Suggested time—45 minutes)

Begin your answer to this question on a clean page.

... “O qui res hominumque deumque  
aeternis regis imperiis et fulmine terres,  
quid meus Aeneas in te committere tantum,  
*Line* quid Troes potuere, quibus tot funera passis  
5 cunctus ob Italiam terrarum clauditur orbis?  
Certe hinc Romanos olim volventibus annis,  
hinc fore ductores, revocato a sanguine Teucri,  
qui mare, qui terras omnes ditione tenerent,  
pollicitus—quae te, genitor, sententia vertit?  
10 Hoc equidem occasum Troiae tristesque ruinas  
solabar fatis contraria fata rependens;  
nunc eadem fortuna viros tot casibus actos  
insequitur. Quem das finem, rex magne, laborum?  
Antenor potuit mediis elapsus Achivis  
15 Illyricos penetrare sinus atque intima tutus  
regna Liburnorum et fontem superare Timavi,  
unde per ora novem vasto cum murmure montis  
it mare proruptum et pelago premit arva sonanti.  
Hic tamen ille urbem Patavi sedesque locavit  
20 Teucrorum et genti nomen dedit armaque fixit  
Troia, nunc placida compostus pace quiescit:  
nos, tua progenies, caeli quibus adnuis arcem,  
navibus (infandum!) amissis unius ob iram  
prodimur atque Italis longe disiungimur oris.  
25 Hic pietatis honos? Sic nos in sceptrā reponis?”

*Aeneid* 1. 229-253

In the passage above, Venus speaks to Jupiter about Aeneas’ destiny. In a well-developed essay, discuss the ways in which she tries to influence Jupiter to act favorably toward her son.

BE SURE TO REFER SPECIFICALLY TO THE LATIN THROUGHOUT THE PASSAGE TO SUPPORT THE POINTS YOU MAKE IN YOUR ESSAY. Do NOT simply summarize what the passage 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.)

**GO ON TO THE NEXT PAGE.**

**Question V4 (20 percent)**  
(Suggested time—20 minutes)

Begin your answer to this question on a clean page.

Ut vidit socios: “Tempus desistere pugnae;  
solus ego in Pallanta feror, soli mihi Pallas  
debetur; cuperem ipse parens spectator adesset.”  
*Line* Haec ait, et socii cesserunt aequore iusso.  
5 At Rutulum abscessu iuvenis tum iussa superba  
miratus stupet in Turno corpusque per ingens  
lumina volvit obitque truci procul omnia visu,  
talibus et dictis it contra dicta tyranni:  
“Aut spoliis ego iam raptis laudabor opimis  
10 aut leto insigni: sorti pater aequus utrique est.  
Tolle minas.” Fatus medium procedit in aequor;  
frigidus Arcadibus coit in praecordia sanguis.  
Desiluit Turnus biiugis, pedes apparat ire  
comminus; utque leo, specula cum vidit ab alta  
15 stare procul campis meditantem in proelia taurum,  
advolat, haud alia est Turni venientis imago.

*Aeneid* 10. 441-456

In the passage above, Turnus and Pallas meet on the field of battle. In a **short** essay, discuss what the passage reveals about both warriors through their words and their actions. 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.)

**GO ON TO THE NEXT PAGE.**

**Question V5** (15 percent)  
(Suggested time—20 minutes)

Begin your answer to this question on a clean page.

One of the important themes of the *Aeneid* is the establishment of order, yet several of the minor characters in the *Aeneid* serve to undermine stability. **Choose one character from group A and one character from group B.** In a **short** essay, discuss how each character threatens to disturb the order of society. Be sure to support your essay with specific details.

Group A

Amata

Helen

Sinon

Group B

Allecto

Celaeno

Mezentius

**STOP**

**END OF EXAM**

---



Name: \_\_\_\_\_

**AP® Latin: Vergil**  
**Student Answer Sheet for Multiple-Choice Section**

No.	Answer
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No.	Answer
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**AP® Latin: Vergil**  
**Multiple-Choice Answer Key**

No.	Correct Answer
1	B
2	A
3	C
4	A
5	C
6	B
7	B
8	D
9	D
10	B
11	B
12	C
13	C
14	C
15	B
16	C
17	C
18	C
19	A
20	A
21	B
22	C
23	C
24	D
25	D
26	D
27	C
28	B
29	A
30	D

No.	Correct Answer
31	B
32	A
33	A
34	C
35	C
36	C
37	A
38	C
39	A
40	B
41	C
42	C
43	D
44	C
45	B
46	C
47	C
48	B
49	B
50	C

**AP® Latin: Vergil**  
**Free-Response Scoring Guidelines**

**Question V1**

**Translation:**

Here Priam, although he is held now in the midst of death, nevertheless did not hold back nor did he spare voice and anger: “But if there is respect anywhere in heaven which cares for such things,” he exclaims, “may the gods pay off to you worthy thanks for the crime, for such things that have been dared and give back the owed rewards ...”

**18 points total: 1 point for each segment.**

1. Hic Priamus
2. exclamat
3. quamquam
4. iam ... tenetur
5. in media ... morte
6. non tamen abstinuit
7. nec ... pepercit
8. voci iraeque
9. At tibi
10. pro scelere
11. pro talibus ausis
12. si qua ... pietas
13. est caelo
14. quae talia curet
15. di ... persolvant
16. grates dignas
17. praemia ... debita
18. et ... reddant

**Acceptable Translations for Question V1**

1. *Hic*: here; this [if translated “this” must modify *Priamus*]  
*Priamus*: Priam [must be translated as the subject of either *tenetur* or *abstinuit*]
2. *exclamat*: cries out/shouts/exclaims [may be translated as a past tense if *tenetur* is also translated in the past tense]
3. *quamquam*: although/however much [must be construed with *tenetur*]
4. *iam*: now/already [must be construed within the clause *quamquam ... tenetur*]  
*tenetur*: is held/grasped/kept [may be translated as a past tense if *exclamat* is also translated as past tense]
5. *in*: in  
*media*: middle/the midst of/the middle of/mid [must modify *morte*]  
*morte*: death/dying [must be construed with *in*]
6. *non*: not [must be construed with *abstinuit*]  
*tamen*: still/nevertheless/nonetheless  
*abstinuit*: did (not) hold back/refrain/restrain (himself) [must be translated as a simple past tense]
7. *nec*: nor/and ... not [must be construed with *pepercit*]  
*pepercit*: did [not] spare
8. *voci*: voice/speech/words [must be construed with *pepercit*]  
*irae*: anger/wrath/rage/indignation [must be construed with *pepercit*]  
*que*: and [must connect *voci* and *irae*]
9. *At*: but  
*tibi*: to you/for you/you [must be translated as the indirect object of *persolvant*]

**AP® Latin: Vergil**  
**Free-Response Scoring Guidelines**

**Question V1 (continued)**

10. *pro*: for/in return for [must be translated twice]  
*scelere*: (your) crime [must be translated as the object of *pro*]
11. *pro*: for/in return for [must be translated twice]  
*talibus*: such [must modify *ausis*]  
*ausis*: things that have been dared/things having been dared/ventured/undertaken OR as noun *ausum*: bold deeds/exploits/ventures/outrages/crimes [must be translated as the object of *pro*]
12. *si*: if [must be translated with *est*]  
*qua*: anywhere/any [if “any” must modify *pietas*]  
*pietas*: respect/loyalty [must be the subject of *est* but can be the predicate noun with “there is”]
13. *est*: is/there is/has [if “has” must be translated with *caelo* as subject and *pietas* as object]  
*caelo*: (in) heaven [must be translated as a locative or dative of possession with *est*]
14. *quae*: which [must be the subject of *curet*, must have *pietas* as its antecedent, and must NOT be translated as neuter accusative plural with *talia*]  
*talia*: such things/such [must be translated as the direct object of *curet*]  
*curet*: watches over/looks after/cares for/worries about/heeds
15. *di*: gods [must be translated as the subject of *persolvant* and/or *reddant*]  
*persolvant*: may/let pay in full/render/pay off [must be translated in a manner consistent with a Latin subjunctive]
16. *grates*: thanks [must be translated as the direct object of *persolvant*]  
*dignas*: suitable/worthy/appropriate/deserved [must modify *grates*]
17. *praemia*: rewards/payments [must be translated as direct object of *reddant*]  
*debita*: owed/obligated (to be paid)/bound to be paid/due [must be translated as an adjective or a participle modifying *praemia*]
18. *et*: and [must connect *persolvant* and *reddant*]  
*reddant*: (may they) give back/return/restore/repay/pay/render/hand over/deliver [must be translated in a manner consistent with a Latin subjunctive as is *persolvant*, but this may be indicated by the way the conjunction *et* is handled: “may the gods render thanks and (may they) repay the owed rewards”]

**NOTE:** In the actual scoring of responses to this question, translations not specifically provided for in the standards would likely be accepted. For example, although *voci* and *irae* are datives, the meaning of *pepercit* could acceptably lead to a translation involving “from.” Translations for the always challenging *pietas* might include in this instance “pity” or “compassion,” glosses that would not necessarily be accepted in other instances of this word and thus not published in the standards. Other words likely to be treated in such an extended manner here include *at*, *curet*, and *debita*. The glosses presented here are those that are both certainly acceptable and most likely to be observed in actual student translations.

**AP® Latin: Vergil**  
**Free-Response Scoring Guidelines**

**Question V2**

**Translation:**

Does neither our love nor (your) right hand once given nor Dido about to die in a cruel death hold you? And still do you hasten to prepare your fleet even with the winter star and to go through the deep in the midst of the north winds, you heartless man? What? If you were not seeking foreign fields and unknown homes, and ancient Troy remained, would Troy be sought with fleets through the sea abounding in waves?

**18 points total: 1 point for each segment.**

1. Nec ... nec ... nec
2. noster amor
3. data dextera quondam
4. te ... te ... tenet
5. moritura ... Dido
6. crudeli funere
7. Quin etiam
8. properas ... crudelis
9. hiberno ... sidere
10. moliri ... classem
11. mediis ... Aquilonibus
12. et ... ire per altum
13. Quid, si
14. non ... peteres, et ... maneret ... peteretur
15. arva aliena domosque ignotas
16. Troia antiqua
17. Troia ... classibus
18. per undosum ... aequor

**Acceptable Translations for Question V2**

1. *Nec ... nec ... nec*: neither ... nor ... nor [must connect *amor*, *dextera*, *Dido*; see note below]
2. *noster*: our/my [must modify *amor*]  
*amor*: love [must be a subject of *tenet*]
3. *data*: (having been) given/bestowed [must be translated as passive participle and must modify *dextera*]  
*dextera*: (your) right hand/ [must be a subject of *tenet*]  
*quondam*: once/once upon a time/one time [must be adverbial to *data*]
4. *te*: you [must be translated as the direct object of *tenet*]  
*te*: you [if translated a second time must also be the direct object of *tenet*; but see note below]  
*tenet*: exerts a grip upon/holds sway over/detains/keeps [must be present tense; see note below]
5. *moritura*: about to die [must be translated as future active participle and must modify *Dido*]  
*Dido*: Dido [must be a subject of *tenet*]
6. *crudeli*: cruel/merciless/savage/piteous/painful [must modify *funere*]  
*funere*: (by/in/with) death/ruin/destruction
7. *Quin etiam*: yes, and/and furthermore/and (do you) even/but (do you) even
8. *properas*: you hasten/move quickly/make haste [must be present tense]  
*crudelis*: (O) cruel one/cruel man/You cruel one/You cruel man/You savage man/You merciless man [must clearly modify Aeneas as either the understood subject of *properas* or as the (vocative) addressee of the sentence]

# AP® Latin: Vergil

## Free-Response Scoring Guidelines

### Question V2 (continued)

9. *hiberno*: winter [must modify *sidere*]  
*sidere*: in/with/under the star
10. *moliri*: to build up/build/construct/set in motion [must be complementary infinitive with *properas*]  
*classem*: fleet [must be translated as the direct object of *moliri*]
11. *mediis*: the middle/the midst of [must modify *Aquilonibus*]  
*Aquilonibus*: in/with the North Wind(s) [see note below]
12. *et*: and [must connect *moliri* and *ire*]  
*ire*: to go [must be complementary infinitive with *properas*]  
*per*: through/across  
*altum*: the sea/the deep(sea) [must be the object of *per*]
13. *Quid*: What? [see note below]  
*si*: if
14. *non*: not [must negate ONLY *peteres*]  
*peteres*: you were seeking/were looking for/did seek/did for [must be present contrary-to-fact conditional with *si non*; see note below]  
*et*: and [must connect *peteres* and *maneret*]  
*maneret*: remained/were remaining [must be present contrary-to-fact conditional with *si*; see note below]  
*peteretur*: would be sought [must be interrogative and conditional as the apodosis of a present contrary-to-fact conditional; see note below]
15. *arva*: fields/ploughed land/lands/territory [must be translated as the direct object of *peteres*]  
*aliena*: belonging to others/foreign [must modify *arva*]  
*domos*: homes/houses [must be translated as the direct object of *peteres*]  
*que*: and [must connect *arva* and *domos*]  
*ignotas*: unfamiliar/strange/unknown [must modify *domos*]
16. *Troia*: Troy [must be translated as the subject of *maneret*]  
*antiqua*: ancient/old [must modify *Troia*]
17. *Troia*: Troy [must be translated as the subject of *peteretur*; there must be two instances of “Troy” in the translation; see note below]  
*classibus*: by/with fleets
18. *per*: through/across  
*undosum*: abounding in waves/wavy/heaving [must modify *aequor*]  
*aequor*: (surface of the) sea [must be the object of *per*]

**NOTE:** In the actual scoring of responses to this question, translations not specifically provided for in the standards would likely be accepted. The glosses presented here are those that are both certainly acceptable and most likely to be observed in actual student translations. For example, chunk 4 includes both instances of *te*. But as the sample translation indicates, it is not essential that both be translated separately, in part because there is no reasonable way to render this text literally with exactly two instances of this pronoun (with three subject nouns one could repeat *tenet* three times, but then repeating *te* three times as well would be almost unavoidable). Also in chunk 4, not all possible translations of *tenet* are included; this is a good example of a case where Readers might well encounter other translations in student papers and accept them. Chunk 7 (*Quin etiam*), chunk 9 (*sidere*), chunk 11 (*Aquilonibus*), and chunk 13 (*Quid*) are other instances where additional translations might well be encountered and accepted. In chunks 16 and 17, the two instances of *Troia* are both required, unlike *te*. The text appears to require the proper noun in the second instance because of the rhetorical force inherent in the repetition. Chunk 14 is somewhat unusual with the three verbs in the quite challenging present contrary-to-fact conditional, with only one verb in the protasis negated, and the apodosis phrased as a question. There are various ways to handle the first two verbs (“if you did not seek” would be acceptable for *si non peteres*, as would the more standard “if you were not seeking,” but it is absolutely essential that there be a “would” in the translation of

**AP<sup>®</sup> Latin: Vergil**  
**Free-Response Scoring Guidelines**

**Question V2 (continued)**

*peteretur*). The fact that this structure presents a difficulty in this text is the reason that all three verbs are in one chunk here, reflecting a strategy designed to avoid excessive penalties for failure to handle all elements of challenging sequences successfully. This approach is not uncommon in actual AP Latin standard-setting.

**AP<sup>®</sup> Latin: Vergil**  
**Free-Response Scoring Guidelines**

**Question V3**

- 6** This is an excellent, well-organized essay. It makes liberal use of specific, appropriate references from the Latin text throughout the passage, properly cited. These references support a discussion about the ways in which Venus tries to influence Jupiter to act favorably toward her son. Occasional mistakes need not spoil the general impression of the essay. More important than the number of Latin citations are the quality and completeness of the discussion and the general coherence of the argument.
- 5** This is a good, strong essay with a discerning discussion about the ways in which Venus tries to influence Jupiter to act favorably toward her son. The discussion is either not as sophisticated or well-developed as a “6” or not quite as well-supported with textual references from throughout the passage. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passages.
- 4** This is an adequate essay with some accurate discussion about the ways in which Venus tries to influence Jupiter to act favorably toward her son. The discussion may be more descriptive than analytical. The Latin references may be scanty but are specific, accurate, and relevant.
- 3** This is a limited response that lacks an adequate discussion about the ways in which Venus tries to influence Jupiter to act favorably toward her son. The answer tends to rely on description. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. Alternatively, the student may write a good essay reflecting knowledge of the passage but fail to cite any Latin to support the answer.
- 2** The student recognizes the passage but presents a vague or weak discussion. Statements may be very general or irrelevant to the question. The student may recall general information about interactions between Venus and Jupiter but demonstrates only limited comprehension of the Latin cited; or the student may fail to cite any Latin at all.
- 1** The student understands the question but presents no meaningful discussion derived from the passage. Although no substantive argument is presented, the response does contain some correct information relevant to the question. The student demonstrates no understanding of the Latin in context or demonstrates a complete misunderstanding. The answer may contain no Latin or individual Latin words randomly selected.
- 0** The student gives a response that is totally irrelevant, totally incorrect, or merely restates the question. The student demonstrates no understanding of the Latin in context.
- This is a blank space or off-task answer (e.g., drawing, personal letter).



**AP® Latin: Vergil**  
**Free-Response Scoring Guidelines**

**Question V4**

- 6** This is an excellent, well-organized essay. It makes liberal use of specific, appropriate references from the Latin text throughout the passage, properly cited. These references support the discussion of what the passage reveals about both Turnus and Pallas through their words and their actions. Occasional mistakes need not spoil the general impression of the essay. More important than the number of Latin citations are the quality and completeness of the discussion and the general coherence of the argument.
- 5** This is a good, strong essay with a discerning discussion of what the passage reveals about both Turnus and Pallas through their words and their actions. The discussion is either not as sophisticated or well-developed as a “6” or not quite as well-supported with textual references from throughout the passage. The references from the Latin, properly cited, appear confident, and the essay reflects more than casual familiarity with the passage.
- 4** This is an adequate essay with some accurate discussion of what the passage reveals about both Turnus and Pallas through their words and their actions. The discussion may be uneven with more on Turnus than on Pallas or vice versa; or it may be more descriptive than analytical. The Latin references, although perhaps scanty, are specific, accurate, and relevant.
- 3** This is a limited response that lacks adequate discussion of what the passage reveals about both Turnus and Pallas through their words and their actions, or that discusses only Turnus or only Pallas. The answer tends to rely on description. In general, the Latin support is weak, possibly misconstrued, inappropriate, and/or not properly cited. Alternatively, the student may write a good essay reflecting knowledge of the passage but fail to cite any Latin to support the answer.
- 2** The student recognizes the passage but presents a vague or weak discussion. Statements are very general or irrelevant to the question. The student cites Latin but shows only limited comprehension of the Latin in context or fails to cite any Latin at all.
- 1** The student understands the question but presents no meaningful discussion derived from the passage. Although no substantive argument is presented, the response does contain some correct information relevant to the question. The student demonstrates no understanding of the Latin in context or demonstrates a complete misunderstanding. The student may fail to cite any Latin or may only provide individual Latin words randomly selected.
- 0** The student gives a response that is totally irrelevant, totally incorrect, or merely restates the question. The student demonstrates no understanding of the Latin in context.
- This is a blank space or off-task answer (e.g., drawing, personal letter).

**AP<sup>®</sup> Latin: Vergil**  
**Free-Response Scoring Guidelines**

**Question V5**

- 6** This is an excellent, well-organized essay. It makes liberal use of specific, accurate details to support the discussion of how one character from Group A and one character from Group B threaten to disturb the order of society. Occasional mistakes need not spoil the general impression of the essay. More important than the number of details provided are the quality and completeness of the discussion and the general coherence of the argument.
- 5** This is a good, strong essay with a discerning discussion, supported by specific details, of how one character from Group A and one character from Group B threaten to disturb the order of society. The discussion is either not as sophisticated or well-developed as a “6” or not quite as well-supported with specific details. The details provided, however, do appear confident.
- 4** This is an adequate essay with some accurate discussion of how one character from Group A and one character from Group B threaten to disturb the order of society; or there is a good discussion of one character but a limited discussion of the other. The discussion may be more descriptive than analytical. The details provided, although perhaps scanty, are specific, accurate, and relevant.
- 3** This is a limited response that lacks sufficient details to support the discussion of how one character from Group A and one character from Group B threaten to disturb the order of society; or the details provided are misconstrued or inappropriate; or there is a strong discussion of one of the two characters but a weak discussion of the other.
- 2** The student presents a vague or faulty discussion of how one character from Group A and one character from Group B threaten to disturb the order of society. Alternately, the student presents a discussion of only one character. Statements may be very general or irrelevant to the question.
- 1** The student understands the question and mentions at least one character but presents no meaningful discussion of the way in which this character threatens to disturb the order of society. Although no substantive argument is presented, the response does contain some correct information that is relevant to the question.
- 0** The student gives a response that is totally irrelevant, totally incorrect, or merely restates the question. The student demonstrates no understanding of the way in which any character threatens to disturb the order of society.
- This is a blank space or off-task answer (e.g., drawing, personal letter).