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# Setting a Policy for AP<sup>®</sup> Latin

The purpose of this guide is to provide college faculty and administrators with research data, participation and performance data of AP<sup>®</sup> Latin students, curricular content, and sample exam questions to facilitate the establishment of appropriate credit and placement policies for AP Latin.

The Advanced Placement Program<sup>®</sup> (AP) provides motivated students with the opportunity to take college-level courses while still in high school. Students demonstrate their mastery of the curriculum by taking AP Exams—35 exams, including two in Latin, are available in 20 subject areas. In 2005, more than 1.2 million students took AP Exams worldwide. Of the 2.1 million AP Exams taken in 2005, more than 8,000 were in the two Latin Exams (about 4,500 for Latin: Vergil, and about 3,500 for Latin Literature). More than 3,000 colleges and universities, including many international institutions, accept qualifying AP Exam scores for credit, placement, or both.

Throughout its 50-year history, the AP Program has maintained high standards of rigor in its courses and exams. Since its inception, AP has been a respected force in American education due to the critical involvement of college and university faculty members.

## Latin Faculty Involvement in AP

College and university faculty members play a vital role in every stage of development and scoring of an AP course and exam, helping to ensure their high quality. Each AP discipline has its own Development Committee—composed of college and university professors and experienced AP teachers—that is responsible for creating the course guidelines and exam questions. College and university faculty members also serve as the Chief Readers, responsible for establishing the exam-scoring guidelines and overseeing the annual AP Reading of the free-response section for their academic discipline.

“My experience both on the AP Latin Development Committee and as teacher, undergraduate adviser, and chair here at the University of Texas have shown that the AP Exam and syllabus in Latin are excellent tools both for training students in Latin and for evaluating where they should start as they begin their college Latin careers.”

—Timothy Moore, AP Latin Development Committee former member  
University of Texas at Austin

The College Board publication *AP and Higher Education* discusses the following topics at greater length: how to set an AP policy, AP research studies, the development of AP courses and exams, and the AP Exam scoring. For more information or to request a copy of this publication, please go to [apcentral.collegeboard.com/highered](http://apcentral.collegeboard.com/highered).

## How to Set an AP Policy

The College Board encourages higher education institutions to base their AP policy decisions on data and research, and recognizes that different institutions and departments will set different policies, based upon factors unique to their institution, student body, and academic discipline. The best way for colleges and universities to determine their AP credit and placement policies is to conduct their own research on the performance of AP and non-AP students at their own institution and in their own department.

### Research on AP Latin Student Performance

Research studies show that students who do well on an AP Exam are academically prepared to place out of a corresponding college course and move on to the next higher-level course in the discipline.

*Taking the AP course and exam stimulates further interest in the subject area and encourages deeper disciplinary knowledge.*

Research studies show that students who take the AP Latin Exams are significantly more likely to take further course work in Latin than students who do not take the AP Exam. See Tables 1 and 2 for data from this research study.

Table 1: Additional College Latin Course Work  
AP Latin: Vergil Students Versus Non-AP Students

	AP EXAM GRADE	PERCENT TAKING ADDITIONAL LATIN COURSES	AVERAGE NUMBER OF COLLEGE LATIN COURSES TAKEN
AP Latin Students	AP 5	34	1.0
	AP 4	32	0.8
	AP 3	29	0.7
Non-AP Students	Non-AP	4	0.1

Table 2: Additional College Latin Course Work  
AP Latin Literature Students Versus Non-AP Students

	AP EXAM GRADE	PERCENT TAKING ADDITIONAL LATIN COURSES	AVERAGE NUMBER OF COLLEGE LATIN COURSES TAKEN
AP Latin Students	AP 5	51	1.5
	AP 4	15	0.6
	AP 3	30	0.7
Non-AP Students	Non-AP	4	0.1

## AP Credit Policy Info on the Web

Information about AP credit and placement policies at more than 1,000 colleges and universities is available on the College Board's Web site at [www.collegeboard.com/ap/creditpolicy](http://www.collegeboard.com/ap/creditpolicy).

PDF copies of this research and other research studies can be found at [apcentral.collegeboard.com/colleges/research](http://apcentral.collegeboard.com/colleges/research).

In addition to research studies on AP student performance, the College Board conducts college comparability studies to measure the degree to which the AP courses and exams are equivalent in content and difficulty to corresponding college courses. The AP Exam scoring rubric is established so that the lowest composite score that earns an AP grade of 5 is equivalent to the average score earned by college students who received grades of A in a comparable course. The lowest score that earns an AP grade of 4 is equivalent to the average B, and the lowest score that earns an AP grade of 3 is equivalent to the average C.

The research that the College Board conducts is intended to help institutions and academic departments as they establish appropriate AP policies. AP Central® ([apcentral.collegeboard.com](http://apcentral.collegeboard.com)), the College Board's online home for AP professionals, contains other resources that may assist in this process, including the Course Description, released exam questions, and sample student responses at different levels of ability.

For more information go to:  
[apcentral.collegeboard.com/latinvergil/exam](http://apcentral.collegeboard.com/latinvergil/exam)  
[apcentral.collegeboard.com/latinlit/exam](http://apcentral.collegeboard.com/latinlit/exam)

## AP Latin Students, Courses, and Exams

### Participation and Performance Data for AP Latin Students in 2005

Total Number of Schools Offering AP Latin: 1,188

Table 3: AP Latin Exam Score Distribution, 2005

EXAM GRADE	NUMBER OF EXAMINEES	% AT
Score of 5	1,446	18.3%
Score of 4	1,430	18.1%
Score of 3	2,107	26.7%
Score of 2	1,265	16.0%
Score of 1	1,644	20.8%
	7,892	100.0%

Figure 1: AP Latin Examinees by Gender, 2005

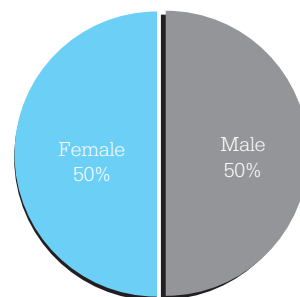
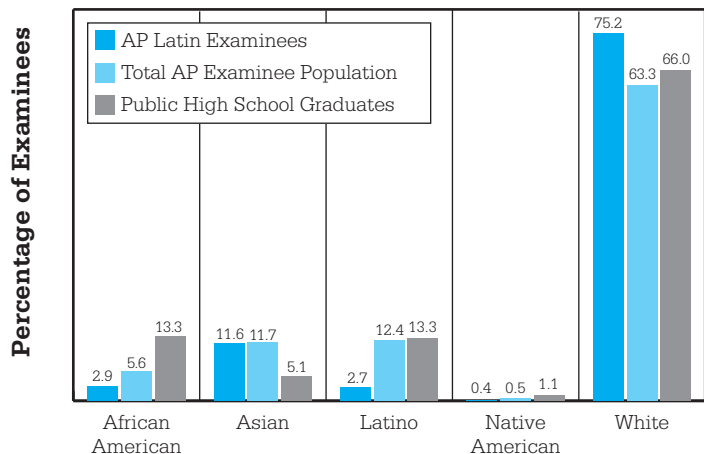


Figure 2: AP Latin Examinees by Race and Ethnicity, 2005



## The AP Latin Courses

Each AP Latin course is designed to provide students with a learning experience equivalent to that of a college course in Latin at the second- and third-year college level. The basic course objective for both Latin courses is to read, translate, understand, analyze, and interpret Latin in the original. Latin: Vergil places special emphasis on the pertinent Roman cultural, social, and political history and the tradition of the ancient epic. Latin Literature places special emphasis on the development of Latin lyric and elegiac poetry as literary genres. Stylistic analysis is an integral part of both courses. The ability to read passages in Latin at sight is emphasized in both courses.

The Development Committee creates the guidelines for the AP Latin courses and designs the AP Exams. Periodically the Development Committee conducts curriculum surveys, sent to professors who teach the comparable college-level course, that help ensure that the AP Latin courses remain current with concepts and themes as taught in college and university classrooms.

### AP Latin: Vergil

The syllabus for the AP Latin: Vergil course includes familiarity with the entire *Aeneid* in English, and knowledge of the following passages in Latin:

- 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

The AP Latin: Vergil course and exam require students to demonstrate the following abilities:

- to write a literal English translation of a Latin passage on the syllabus;
- to identify the context and significance of short excerpts from the required books;

- 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;
- to discuss particular motifs or general themes not only suggested by specific passages but also relevant to the poem as a whole; and
- to analyze characters or situations as portrayed in specific passages.

### AP Latin Literature

The AP Latin Literature course offers three different syllabi options: Catullus–Cicero, Catullus–Horace, or Catullus–Ovid. The Catullus, Cicero, Horace, and Ovid syllabi are as follows:

#### Catullus

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.

Beginning with the 2007 exam, the following Cicero syllabus will be tested:

- 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.

The AP Latin Literature course and exam require students to demonstrate 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's 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.

Beginning in fall 2006, AP Latin teachers and principals of schools where AP Latin is taught must certify that their 2007-08 courses follow all the requirements stipulated by the Development Committee, including using college-level materials, in order to ensure that the AP course reflects college-level standards. By completing this AP Course Audit, high schools will receive individual licenses to label their Latin courses "AP." In fall 2007, colleges and universities will receive a list of all high schools authorized to use the "AP" designation for their Latin courses.

## The AP Latin Exams

Each AP Latin Exam consists of a one-hour multiple-choice and a two-hour free-response section. The multiple-choice section for both Latin exams includes three passages common to both exams

as well as one syllabus-based passage on either Vergil's *Aeneid* (for the AP Latin: Vergil Exam) or the poetry of Catullus (for the AP Latin Literature Exam). The three common passages test a student's ability to read and understand Latin poetry and prose at sight, while the fourth passage tests knowledge of passages that have already been read during the AP course. The free-response section for each course measures a student's ability to comprehend, translate, analyze, and interpret the literature read in the course.

The AP Latin: Vergil Exam free-response section includes the following question types:

Question 1	a 10-minute translation
Question 2	a 10-minute translation
Question 3	a 45-minute long essay
Question 4	a 20-minute short essay
Question 5	a 20-minute short essay based on the parts of the <i>Aeneid</i> read in English and, when appropriate, on the selections read in Latin

The AP Latin Literature Exam free-response section includes the following question types:

### Required Questions on Catullus:

Question 1	a 10-minute translation
Question 2	a 30-minute long essay
Question 3	a 20-minute short essay

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

Question 4	a 20-minute short essay
Question 5	a 15-minute translation
Question 6	a 10-minute short identification

## AP Latin: Vergil and AP Latin Literature sample sight passage and questions are listed below.

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>  
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 juvenes 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>erubescō, -ere: be ashamed (with the infinitive)

<sup>10</sup>quacumque: wherever

- In line 1, *fortes* modifies
  - Amphinomus fraterque* (line 1)
  - vicinis* (line 2)
  - incendia* (line 2)
  - tectis* (line 2)
- Line 2 (*cum . . . tectis*) is translated
  - when the fire was already raging in the neighboring houses
  - since the neighbors were now shouting that they were covered with flames
  - when they saw the neighbors touched by fire
  - since they had already shouted to the neighbors that the houses were covered by fire
- The subject of *posuisse* (line 4) is
  - Amphinomus fraterque* (line 1)
  - incendia* (line 2)
  - patrem matremque* (line 3)
  - membra* (line 4)
- How many elisions occur in line 5 (*Parcite . . . praedas*)?
  - None
  - One
  - Two
  - Three
- The word *illis* (line 6) refers to the
  - brothers
  - parents
  - neighbors
  - hands
- The words *divitiae solae* (line 6) are translated
  - for the wealthy only
  - lonely divinities
  - only divine
  - the only riches
- From lines 7–8 (*hanc . . . properant*), we learn that the
  - boys are successful in saving their parents
  - boys order their parents to seize the treasure
  - parents expire in the middle of the fire
  - fire seizes the parents in the middle of their prayers
- Lines 8–9 (*O maxima . . . virtus*) contain an example of
  - apostrophe
  - chiasmus
  - synecdoche
  - transferred epithet
- The subject of *Erubuere* (line 10) is
  - iuvenes* (line 10)
  - flammae* (line 10)
  - illi* (line 11)
  - vestigia* (line 11)
- From lines 10–11 (*Erubuere . . . cedunt*), we learn that the
  - flames yielded wherever the young men went
  - flames burned the young men
  - young men followed the footsteps of their parents
  - young men had to put down what they were carrying

## AP Latin: Vergil free-response questions from recent exam years are listed below.

### Question 1

Sed si tantus amor<sup>1</sup> casus cognoscere nostros  
 et breviter Troiae supremum audire laborem,  
 quamquam animus meminisse horret luctuque refugit,  
 incipiam. Fracti bello fatisque repulsi  
 ductores Danaum tot iam labentibus annis  
 instar<sup>2</sup> montis equum divina Palladis arte  
 aedificant . . .

<sup>1</sup> supply est

<sup>2</sup> instar: "likeness"

*Aeneid* 2. 10-16

Translate the passage above as literally as possible.

### Question 2

Ausus quin etiam voces iactare per umbram  
 implevi clamore vias, maestusque Creusam  
 nequiquam ingeminans iterumque iterumque vocavi.  
 Line 5 Quaerenti et tectis urbis sine fine ruenti<sup>1</sup>  
 infelix simulacrum atque ipsius umbra Creusae  
 visa mihi ante oculos et nota maior imago.  
 Obstipui, steteruntque comae et vox faucibus haesit.  
 Tum sic adfari et curas his demere dictis:  
 10 "Quid tantum insano iuvat indulgere dolori,  
 O dulcis coniunx? Non haec sine numine divum  
 eveniunt; nec te comitem hinc portare Creusam  
 fas, aut ille sinit superi regnator Olympi.  
 Longa tibi exsilia et vastum maris aequor arandum,  
 et terram Hesperiam venies, ubi Lydius arva  
 15 inter opima virum leni fluit agmine Thybris.  
 Illic res laetae regnumque et regia coniunx  
 parta tibi; lacrimas dilectae pelle Creusae.  
 Non ego Myrmidonum sedes Dolopumve superbas  
 aspiciam aut Graeis servitum matribus ibo,  
 20 Dardanis et divae Veneris nurus;  
 sed me magna deum genetrix his detinet oris.  
 Iamque vale et nati serva communis amorem."  
 Haec ubi dicta dedit, lacrimantem et multa volentem  
 dicere deseruit, tenuesque recessit in auras.  
 25 Ter conatus ibi collo dare bracchia circum;  
 ter frustra comprehensa manus effugit imago...

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

*Aeneid* 2. 768–793

The passage above illustrates how lives can be changed as a result of war. In a well-developed essay, contrast the ways in which Aeneas and Creusa respond to the disruption in their lives caused by the Trojan War.

### Question 3

In Book 1, Venus appears as a huntress to Aeneas to give him information about Carthage. Throughout the *Aeneid*, various characters appear in disguise or otherwise misrepresent themselves. Choose one character from Group A and one character from Group B. In a short essay, discuss each character's deception and its purpose, as well as its effect on subsequent events. Be sure to support your essay with specific details.

Group A

Cupid  
 Sinon

Group B

Allecto  
 Iris  
 Juturna

**AP Latin Literature free-response questions from recent exam years are listed below.**

**Question 1**

Et erat tam demens is cui vos ingenium certe tribuitis, etiam si cetera inimicā oratione detrahitis, ut omnes suas fortunas alienis servis committeret? At quibus servis? – refert enim  
*Line* magno opere\* id ipsum – eisne quos intellegebat non communi  
5 condicione servitutis uti sed licentius liberius familiarisque cum dominā vivere?

\*magno opere: “to a great extent”

*Pro Caelio* 23. 57

Translate the passage above as literally as possible.

**Question 2**

Ille mi par esse deo videtur,  
ille, si fas est, superare divos,  
qui sedens adversus identidem te  
*Line* spectat et audit  
5 dulce ridentem, misero quod omnes  
eripit sensus mihi: nam simul te,  
Lesbia, aspexi, nihil est super mi  
...\*  
lingua sed torpet, tenuis sub artus  
flamma demanat, sonitu suopte  
10 tintinant aures, gemina teguntur  
lumina nocte.

*Catullus* 51. 1–12

\*Some texts insert a line of Latin text here.

In the passage above, the poet reacts to seeing Lesbia near another man at a social gathering. In a short essay, discuss the poet’s reactions and the ways in which he uses contrasting images to express these reactions. Refer specifically to the Latin throughout the passage to support the points you make in your essay.

**Question 3**

Instruit et natum “medio” que “ut limite curras,  
Icare,” ait “moneo, ne, si demissior ibis,  
unda gravet pennas, si celsior, ignis adurat:  
*Line* inter utrumque vola. Nec te spectare Booten  
5 aut Helicen iubeo strictumque Orionis ensem:  
me duce carpe viam!” pariter praecepta volandi  
tradit et ignotas umeris accommodat alas.  
Inter opus monitusque genae maduere seniles,  
et patriae tremuere manus; dedit oscula nato  
10 non iterum repetenda suo pennisque levatus  
ante volat comitique timet ...

*Metamorphoses* 8. 203–213

In the passage above, the poet describes an interaction between Daedalus and his son, Icarus. In a short essay, discuss the ways in which the words and actions of Daedalus are appropriate for the situation. Refer specifically to the Latin throughout the passage to support the points you make in your essay.

## How to Get Involved

There are many ways college and university faculty members can help maintain the high standards of the AP Program:

- Participate in a college comparability study
- Be an AP Reader
- Contribute multiple-choice test items for the AP Exam
- Become an AP Faculty Consultant

For more information, please go to: [apcentral.collegeboard.com/highered/getinvolved](http://apcentral.collegeboard.com/highered/getinvolved)

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## 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 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven 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).