

CAMBRIDGE LATIN COURSE AND THE AP EXAMINATION

GENERAL REQUIREMENTS OF AP VERGIL PAPER

(excerpted from the College Board AP Latin description)

“As in all such courses at this level, the basic objective is progress in reading, translating, understanding, analyzing, and interpreting Latin in the original.”

Syllabus

The course should cover the following lines from the *Aeneid*:

- Book 1: lines 1-519

Unit 4

Stage 42 SB: I.8 (excerpt)

Stage 47 SB: I.421-429, 437-438

Stage 47 OW27.1: I.1-7

- Book 2: lines 1-56, 199-297, 469-566, and 735-804

Unit 4

Stage 42 SB: II.601

Also featured : Book 3

Unit 4

Stage 42 SB: III.192-206

- Book 4: lines 1-448, 642-705

Unit 4

Stage 47 SB: IV.68-73, 160-172, 265-276, 351-361, 621-629, 651-666

Stage 47 OW47.2: IV.305-332

- Book 6: lines 1-211, 450-476, and 847-901

Unit 4

Stage 36 SB: references to VI.860-886

Stage 41 SB: VI.851

- Book 10: lines 420-509
- Book 12: lines 791-842, 887-952
- Total number of lines: 1,856
- Familiarity with the entire content of Books 1 through 12 will also be tested.

Abilities Tested

The AP Latin Exam will test some or all of the following abilities:

- To write a literal English translation of a Latin passage on the syllabus
- To explicate specific words or phrases in context
- To identify the context and significance of short excerpts from texts listed in the chosen syllabus
- To identify and analyze characteristic or noteworthy features of the authors' modes of expression, including their use of imagery, figures of speech, sound effects, and metrical effects (in poetry only), as seen in specific passages
- To discuss particular motifs or general themes not only suggested by passages but also relevant to other selections

All of the above appear throughout in the Cambridge Latin Course. For specific information on the principles and objectives of the Course (which determine coverage of the items listed above), see, in particular, the Unit 1 Teacher's Manual, pp. 7–17.

- To analyze and discuss structure and to demonstrate an awareness of the features used in the construction of a poem or an argument
- To scan the meters specified in the syllabus

These elements feature particularly in the Unit 4 components. See especially the Unit 4 Student Book, pp. 339–346, plus Stages 41–48 passim.

Reading and Translation

Critical appreciation of the *Aeneid* as poetry implies the ability to translate literally, to analyze, to interpret, to read aloud with attention to pauses and phrasing, and to scan the dactylic hexameter verse. Students should be given extensive practice in reading at sight and in translating literally so that their translations not only are accurate and precise, but also make sense in English. The instructions for the translation questions, "translate as literally as possible," call for a translation that is accurate and precise. In some cases an idiom may be translated in a way that makes sense in English but is rather loose compared to the Latin construction. In general, however, you should remember that:

- The tense, voice, number, and mood of verbs need to be translated literally
- Subject-verb agreement must be correct
- Participles should be rendered precisely with regard to tense and voice
- Ablative absolutes may be rendered literally or as subordinate clauses; however, the tense and number of the participle must be rendered accurately

- Historical present is acceptable as long as it is used consistently throughout the passage.

As above, refer in particular to the outlined principles and objectives of the Course, Unit 1 Teacher's Manual, pp. 7-17.

Writing Free-Response Essays

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

- Interpret the text
- Analyze critical statements about the text
- Compare and contrast different aspects of the form, structure, or content of the text
- Evaluate some issue of importance relevant to the text.

Essays receiving the highest scores are analytical and interpretive rather than merely descriptive or narrative. In both types of essays, you must refer specifically to the Latin throughout the passage or poem to support your statements. When you are asked to refer specifically to the Latin, you must write out the Latin and/or cite line numbers. You must also translate, accurately paraphrase, or otherwise make clear in your discussion that you understand the Latin. [...]

When writing your essays, you should:

- Use the Latin most appropriate to supporting your argument and cite it properly
- Understand that referring to the Latin "throughout" the poem or passage means that you should, at a minimum, use material from the beginning, middle, and end of the text
- Connect the cited Latin to the point that you are making and explain the connection
- Omit information you have learned when it is not relevant to the specific question
- Refer to a figure of speech or aspect of meter only when it can be used to make your analysis of the passage stronger, unless the question specifically asks you to do so
- Avoid making figures of speech, scansion, or sound effects the basis or major focus of your essays

- Refer to other poems or passages by the same author only if there is a strong connection that strengthens the point you are making.

Unit 4 Student Book, passim.

Meter, Scansion, and Figures of Speech in the Vergil Course

You should know how to scan dactylic hexameter verse. Scansion includes indicating elision and the metrical quantities of syllables. You should also be familiar with the figures of speech commonly used by Vergil in the *Aeneid*.

See, in particular, the reference guide in the Unit 4 Student Book, pp. 339–346. These skills are also addressed in Stages 41–48 of the Unit 4 Student Book, with reference to the individual texts featured.

Roman Culture in the Vergil Course

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

The study and appreciation of Roman culture is integral to the Cambridge Latin Course throughout all four Units. See also explanatory notes in the Unit 1 Teacher's Manual, pp. 15–16.β

Nota Bene:

Other authors are also featured (unadapted) in Unit 4 of the Cambridge Latin Course. The study of their work enhances and complements study of the AP authors featured.

Juvenal

Livy

Martial

Phaedrus

Pliny

Quintilian

Seneca

Suetonius

Tacitus