

## Chief Reader Report on Student Responses: 2019 AP<sup>®</sup> Latin Free-Response Questions

|                             |       |            |       |      |
|-----------------------------|-------|------------|-------|------|
| • Number of Students Scored | 6,083 |            |       |      |
| • Number of Readers         | 31    |            |       |      |
| • Score Distribution        |       | Exam Score | N     | %At  |
|                             |       | 5          | 793   | 13.0 |
|                             |       | 4          | 1,174 | 19.3 |
|                             |       | 3          | 1,858 | 30.5 |
|                             |       | 2          | 1,467 | 24.1 |
|                             |       | 1          | 791   | 13.0 |
| • Global Mean               | 2.95  |            |       |      |

The following comments on the 2019 free-response questions for AP<sup>®</sup> Latin were written by the Chief Reader, Mary English, Montclair State University, Montclair, New Jersey. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

**Question #1****Task:** Vergil  
Translation**Max. Points:** 15**Mean Score:** 7.00**What were the responses to this question expected to demonstrate?**

Responses were expected to demonstrate knowledge and facility with Latin vocabulary, Latin morphology, Latin grammar and syntax, and the differences between Latin and English usage that make translating a Latin passage challenging.

**How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?**

- Responses to Question 1 demonstrated that the students were familiar with the required reading for this section of the syllabus (*Aeneid*, Book 2).
- Responses to Question 1 demonstrated that, on average, students were able to apply their knowledge and facility with Latin vocabulary, Latin morphology, and Latin grammar and syntax to produce literal translations of this passage.

**What common student misconceptions or gaps in knowledge were seen in the responses to this question?**

| <i>Common Misconceptions/Knowledge Gaps</i>   | <i>Responses that Demonstrate Understanding</i>  |
|---|--|
| <ul style="list-style-type: none"> <li>• Segments 2 and 3: some students rendered <i>Ilium</i> as an adjective rather than as a vocative noun.</li> </ul> | <ul style="list-style-type: none"> <li>• O Troy, home of the gods</li> </ul>           |
| <ul style="list-style-type: none"> <li>• Segment 4: some students did not render <i>bello</i> as an ablative form.</li> </ul>                             | <ul style="list-style-type: none"> <li>• famous because of war</li> </ul>              |
| <ul style="list-style-type: none"> <li>• Segment 7: some students could not identify a correct subject for <i>substitit</i>.</li> </ul>                   | <ul style="list-style-type: none"> <li>• it (i.e., the Trojan horse) halted</li> </ul> |
| <ul style="list-style-type: none"> <li>• Segment 10: some students rendered <i>dedere</i> as an infinitive or as a passive verb.</li> </ul>               | <ul style="list-style-type: none"> <li>• the weapons gave</li> </ul>                   |
| <ul style="list-style-type: none"> <li>• Segment 12: some students had difficulty with the phrase <i>immemores caecique</i>.</li> </ul>                   | <ul style="list-style-type: none"> <li>• forgetful and blind</li> </ul>                |
| <ul style="list-style-type: none"> <li>• Segment 14: some students did not recognize that <i>infelix</i> modifies <i>monstrum</i>.</li> </ul>             | <ul style="list-style-type: none"> <li>• inauspicious portent</li> </ul>               |

**Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?**

- Throughout the school year, students should receive ample practice in literal translation, and teachers should assess their work with the same precision required on the AP exam.
- At the exam, students should mark the words in the passage that are glossed so that they can use those glosses to their full advantage.
- At the end of the exam, students should be encouraged to proofread their work, making sure that they have accounted for every word in the passage and that they have double checked the tense, voice, and mood of the verbs as well as the case and number of the nouns.

**What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?**

- Refer to the 2019–2020 [AP Latin Course and Exam Description](#) (CED) on AP Central which contains suggestions in the Unit Guides for building students' skills in rendering literal translations.
- In August 2019, teachers will be able to access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access literal translation tasks from previous exams.  
Teachers will also be able to access a new Practice Exam in the AP Question Bank; both of these resources provide practice in the Vergil translation and can be scored using the provided scoring guidelines.
- Use examples of student performance to provide concrete examples of strong, good, and fair performance and have students apply the scoring guidelines so they can improve their performance.
- Refer to the [exam information](#) page for additional translation tasks from previous years.

**Question #2****Task:** Caesar

Translation

**Max. Points:** 15**Mean Score:** 7.71**What were the responses to this question expected to demonstrate?**

Responses were expected to demonstrate knowledge and facility with Latin vocabulary, Latin morphology, Latin grammar and syntax, and the differences between Latin and English usage that make translating a Latin passage challenging.

**How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?**

- Responses demonstrated that the students were familiar with the required reading for this section of the syllabus (*Bellum Gallicum*, Book 1).
- Responses demonstrated that, on average, students were able to apply their knowledge and facility with Latin vocabulary, Latin morphology, and Latin grammar and syntax to produce literal translations of this passage.

**What common student misconceptions or gaps in knowledge were seen in the responses to this question?**

| <i>Common Misconceptions/Knowledge Gaps</i>  | <i>Responses that Demonstrate Understanding</i>   |
|--|---|
| <ul style="list-style-type: none"> <li>• Segment 1: some students did not render <i>adducti</i> as a passive participle; others omitted <i>hac</i> or translated it as <i>hic</i> (“here”).</li> </ul> | <ul style="list-style-type: none"> <li>• persuaded by this speech</li> </ul>                                    |
| <ul style="list-style-type: none"> <li>• Segment 2: some students omitted <i>inter se</i>.</li> </ul>  | <ul style="list-style-type: none"> <li>• among themselves; to one another</li> </ul>                            |
| <ul style="list-style-type: none"> <li>• Segment 5: some students did not render <i>regno occupato</i> as an ablative absolute.</li> </ul>   | <ul style="list-style-type: none"> <li>• the power having been seized</li> </ul>                                |
| <ul style="list-style-type: none"> <li>• Segments 6 and 7: some students did not render <i>tres ... populos</i> as the object of <i>per</i>.</li> </ul>  | <ul style="list-style-type: none"> <li>• by means of the three most powerful and most robust nations</li> </ul> |
| <ul style="list-style-type: none"> <li>• Segment 9: some students omitted <i>sese</i> or rendered it as <i>sibi</i>.</li> </ul>  | <ul style="list-style-type: none"> <li>• they hope that they can take possession of</li> </ul>                  |
| <ul style="list-style-type: none"> <li>• Segment 11: some students rendered <i>Helvetiis</i> as ablative form instead of as a dative form.</li> </ul>  | <ul style="list-style-type: none"> <li>• this was announced to the Helvetians</li> </ul>                        |
| <ul style="list-style-type: none"> <li>• Segment 15: some students confused <i>coegerunt</i> with <i>coeperunt</i>.</li> </ul>   | <ul style="list-style-type: none"> <li>• they compelled Orgetorix to plead his case</li> </ul>                  |

**Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?**

- Throughout the school year, students should receive ample practice in literal translation, and teachers should assess their work with the same precision required on the AP exam.
- Teachers should also devote time to reviewing the major elements of Caesar’s prose style and the most advanced constructions that appear frequently in Caesar. Students should practice translating ablatives absolute, participles, and indirect statement.
- Students should also take full advantage of the glosses, which provide not only the dictionary meaning, but also the declension identifier for nouns and the conjugation identifier for verbs.

**What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?**

- Refer to the 2019–2020 [AP Latin Course and Exam Description](#) (CED) on AP Central which contains suggestions in the unit guides for building students’ skills in rendering literal translations.
- Access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access literal translation tasks from previous exams. Teachers will also be able to access a new practice exam in the AP Question Bank; both of these resources provide practice in the Caesar translation and can be scored using the provided scoring guidelines.
- Use examples of student performance to provide concrete examples of strong, good, and fair performance, and have students apply the scoring guidelines so they can improve their performance.
- Refer to the [exam information](#) page for additional translation tasks from previous years.

**Question #3****Task:** Analytical Essay**Max. Points:** 5**Mean Score:** 2.40***What were the responses to this question expected to demonstrate?***

Responses were expected to demonstrate clear and coherent arguments about Latin texts and Roman culture; overall comprehension of Latin readings outlined in the course syllabus; and analysis of the effects of language usage and stylistic features in Latin texts.

***How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?***

- Responses demonstrated that the students were familiar with the required readings for these sections of the syllabus (*Bellum Gallicum*, Books 4 and 5).
- Responses demonstrated that, on average, students were able to apply their knowledge of the course readings and their overall translation skills to develop well-articulated arguments about these Latin passages.

***What common student misconceptions or gaps in knowledge were seen in the responses to this question?***

| <i>Common Misconceptions/Knowledge Gaps</i>  | <i>Responses that Demonstrate Understanding</i>  |
|--|--|
| <ul style="list-style-type: none"> <li>• Students often wrote about the passages in terms that were too broad or overly generalized, and they failed to anchor their arguments to specific Latin citations from throughout BOTH passages.</li> </ul> | <ul style="list-style-type: none"> <li>• Students produced critical analysis of BOTH passages and supported their arguments with copious and specific references. In particular, they grappled with substantial sections of the Latin in BOTH passages; and they demonstrated contextual knowledge that distinguished these enemy encounters from the many others that appear in the required readings.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Students often dealt with single words or short phrases of Latin rather than with entire clauses or sense units.</li> </ul>   | <ul style="list-style-type: none"> <li>• Students cited enough complete Latin sentences or sense units to show substantial knowledge of BOTH passages.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Students forced a comparison between the passages when the prompt did not call for it.</li> </ul>   | <ul style="list-style-type: none"> <li>• Students clearly analyzed the enemy strategies in BOTH passages and only offered a comparison between them if it added sophistication to this analysis.</li> </ul>  |

**Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?**

- Teachers should encourage students to read and translate the Latin in both passages before they outline their essay. In doing so, they can tie their arguments to specific citations in the Latin passages. Citing only individual words is rarely the basis for meaningful analysis, and students should be reminded that they need to grapple with significant sections of the Latin, and the nuances therein, to attain the higher scores on this question.
- Although reference to stylistic devices and word order can enhance a particular argument, students should avoid basing their entire analysis on them. Instead, they should focus on what is happening in the passages and the specific Latin citations that help to decipher the specific details of these two enemy encounters.

**What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?**

- Refer to the 2019–2020 [AP Latin Course and Exam Description](#) (CED) on AP Central, which contains suggestions in the unit guides for building students' skills in writing analytical essays.
- Access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access analytical essay tasks from previous exams.
- Also access a new practice exam in the AP Question Bank; both of these resources provide practice in the analytical essay task and can be scored using the provided scoring guidelines.
- Use examples of student performance to provide concrete examples of strong, good, and fair performance, and have students apply the scoring guidelines so they can improve their performance.
- Refer to the [exam information](#) page for additional analytical essays from previous years.
- Review the [online module](#) entitled *Reading and Comprehending Latin Texts: Developing Students' Literacy Skills*.

**Question #4****Task:** Vergil Short

Answer

**Max. Points:** 8**Mean Score:** 4.44**What were the responses to this question expected to demonstrate?**

Responses were expected to demonstrate overall comprehension of passages on the course syllabus; knowledge of Latin vocabulary in context; identification of specific grammatical constructions; identification of specific references to Roman culture; and accurate scansion of dactylic hexameter.

**How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?**

- Responses demonstrated that the students were familiar with the required reading for this section of the syllabus (*Aeneid*, Book 1).
- Responses demonstrated that, on average, students were able to demonstrate clear comprehension of the passage and accurate scansion of dactylic hexameter as well as recognize advanced Latin constructions, Latin vocabulary in context, and references to Roman culture.

**What common student misconceptions or gaps in knowledge were seen in the responses to this question?**

| <i>Common Misconceptions/Knowledge Gaps</i>   | <i>Responses that Demonstrate Understanding</i>   |
|---|---|
| <ul style="list-style-type: none"> <li>• Subquestions 2a and 2b: students were able to identify specific words in the Latin that described one of the bees' tasks, but they often could not accurately translate/paraphrase that task.</li> </ul> | <ul style="list-style-type: none"> <li>• they lead out the young bees (<i>gentis adultos educunt fetus</i>)</li> <li>• they compress the flowing honey (<i>liquentia mella stipant</i>)</li> <li>• they stretch the cells with sweet nectar (<i>dulci distendunt nectare cellas</i>)</li> <li>• they receive the burdens of those coming in (<i>onera accipiunt venientum</i>)</li> </ul> |
| <ul style="list-style-type: none"> <li>• Subquestion 4: many students were unfamiliar with the concept of scansion.</li> </ul>  | <ul style="list-style-type: none"> <li>• spondee-spondee-dactyl-spondee-dactyl-spondee</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Subquestion 5: students often misidentified the historical war. The most common incorrect response was "Trojan War."</li> </ul>  | <ul style="list-style-type: none"> <li>• Third Punic War</li> </ul>   |



**Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?**

- Throughout the academic year, students should be given ample practice in this type of question and the types of skills it assesses. Teachers should ask their students reading comprehension questions after they translate a particular passage from the syllabus. They should also have their students identify the major grammatical constructions found in that same passage.
- In addition, teachers should make sure that they familiarize their students with the principles of scanning dactylic hexameter and that frequent assessment of this skill be woven into their syllabi.

**What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?**

- Refer to the 2019–2020 [AP Latin Course and Exam Description](#) (CED) on AP Central, which contains suggestions in the unit guides for building students' skills in working with short answer tasks.
- In August 2019, teachers will be able to access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access short-answer tasks from previous exams.  
Teachers will also be able to access a new practice exam in the AP Question Bank; both of these resources provide practice in the Vergil short-answer task and can be scored using the provided scoring guidelines.
- Use examples of student performance to provide concrete examples of strong, good, and fair performance, and have students apply the scoring guidelines so they can improve their performance.
- Refer to the [exam information](#) page for additional translation tasks from previous years.

**Question #5****Task:** Caesar Short

Answer

**Max. Points:** 7**Mean Score:** 3.25**What were the responses to this question expected to demonstrate?**

Responses were expected to demonstrate overall comprehension of passages on the course syllabus; knowledge of Latin vocabulary in context; identification of specific grammatical constructions; and identification of specific references to Roman culture.

**How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?**

- Responses demonstrated that the students were familiar with the required reading for this section of the syllabus (*Bellum Gallicum* Book 6).
- Responses demonstrated that, on average, students were able to demonstrate clear comprehension of the passage and recognize advanced Latin constructions, Latin vocabulary in context, and references to Roman culture.

**What common student misconceptions or gaps in knowledge were seen in the responses to this question?**

| <i>Common Misconceptions/Knowledge Gaps</i>  | <i>Responses that Demonstrate Understanding</i>   |
|--|---|
| <ul style="list-style-type: none"> <li>• Subquestion 1: many students misidentified the case of <i>dotis</i> as dative or ablative.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• genitive singular</li> </ul>                     |
| <ul style="list-style-type: none"> <li>• Subquestion 3: some students had difficulty with the Latin for this question and often recognized only the word <i>pars</i>.</li> </ul> | <ul style="list-style-type: none"> <li>• all of the money</li> </ul>                      |
| <ul style="list-style-type: none"> <li>• Subquestion 5a: some students missed the comparative in <i>illustriore</i>; others rendered <i>natus</i> as genitive.</li> </ul>        | <ul style="list-style-type: none"> <li>• born from a more illustrious position</li> </ul> |

**Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?**

- Throughout the academic year, students should be given ample practice in this type of question and the types of skills it assesses. Teachers should ask their students reading comprehension questions after they translate a particular passage from the syllabus. They should also have their students identify the major grammatical constructions found in that same passage.

**What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?**

- Refer to the 2019–2020 [AP Latin Course and Exam Description](#) (CED) on AP Central, which contains suggestions in the unit guides for building students' skills in working with short-answer tasks.

- Access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access short answer tasks from previous exams. Teachers will also be able to access a new practice exam in the AP Question Bank; both of these resources provide practice in the Caesar short answer task and can be scored using the provided scoring guidelines.
- Use examples of student performance to provide concrete examples of strong, good, and fair performance, and have students apply the scoring guidelines so they can improve their performances.
- Refer to the [exam information](#) page for additional translation tasks from previous years.