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# AP<sup>®</sup> Latin

## Sample Student Responses and Scoring Commentary

### Inside:

#### Free-Response Question 3

- ✓ Scoring Guidelines
- ✓ Student Samples
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### Question 3: Analytical Essay

5 points

#### General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

	0 Unacceptable	1 Poor	2 Weak	3 Average	4 Good	5 Strong
DEVELOPMENT OF ARGUMENT/ANALYSIS	The student offers a <u>response that is totally irrelevant, totally incorrect, or merely restates the question.</u>	The student <u>understands the question but offers no meaningful analysis.</u> Although the student may not recognize the passages, the response <u>contains some correct, relevant information.</u>	The student <u>recognizes the passage(s) but presents only a weak essay.</u> It may be confusing and lack organization, or it may rely on summary. It addresses (1) only portions of each passage, or (2) one passage well, but the other not at all.	The student develops an <u>adequate</u> essay analyzing the messages and how they are conveyed. The essay <u>reflects some understanding of the passages, OR</u> the essay <u>may be strong for one passage but weak for the other.</u> Analysis (1) may not be well developed, (2) may rely on main ideas but few supporting details, or (3) may be more summary than analysis.	The student develops a <u>good</u> essay analyzing the messages and how they are conveyed, <u>providing main ideas and some supporting details.</u> Although the <u>analysis may not be nuanced</u> , it is based on a sound understanding of the Latin.	The student develops a <u>strong</u> essay analyzing the messages and how they are conveyed and <u>consistently aligns it to Latin evidence.</u> Occasional errors need not weaken the overall impression of the essay.
USE OF LATIN	The student <u>demonstrates no understanding of Latin in context.</u>	The student cites <u>no Latin, or only individual Latin words</u> , and exhibits either no understanding of the Latin in context, or a complete misunderstanding.	The student <u>provides little Latin support</u> , taken out of context or misunderstood; or <u>may use no Latin.</u>	The student <u>may provide few accurate Latin citations from either passage;</u> they may not be linked to the analysis or may fail to support it. Latin support may be strong for one passage but weak for the other.	The student <u>supports their argument with examples of Latin that are mostly accurate, specific, and relevant.</u> While they are <u>not plentiful, the examples are drawn from throughout both passages.</u>	The student <u>supports their argument with examples of Latin that are plentiful, accurate, specific, and relevant.</u> The Latin <u>examples must be drawn from throughout both passages.</u>
INFERENCES & CONCLUSIONS	The student <u>does not draw inferences</u> and conclusions based on the passages.	The student <u>does not draw inferences</u> and conclusions based on the passages.	The student <u>may make incorrect assumptions</u> or make inferences and conclusions based on the passages only rarely.	The student <u>may display only limited understanding</u> of implied information.	The student makes some inferences and draws some conclusions that accurately reflect the Latin and support the analysis. <u>The student may rely on what is stated or may make inaccurate inferences.</u>	The student <u>consistently uses inferences and draws conclusions</u> that accurately reflect the Latin and support the analysis.
CONTEXTUAL KNOWLEDGE	The student <u>shows no understanding or a thorough misunderstanding of context</u> and provides no meaningful discussion of context or contextual references.	The student <u>shows no understanding or a thorough misunderstanding of context</u> and provides no meaningful discussion of context or contextual references.	The student <u>may show no understanding or a thorough misunderstanding of context;</u> references to context, if any, are irrelevant.	<u>The student may sometimes misunderstand contextual references</u> or fail to connect them effectively to the analysis.	The student <u>uses specific contextual references</u> that support the analysis.	The student is able to <u>use specific contextual references</u> consistently in order to support the analysis.

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

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Begin your response to each question at the top of a new page. Do not skip lines.

In both Vergil's Aeneid and Caesar's Bellum Gallicum, important information spreads through the areas in which the books take place. In the case of the Aeneid the crucial information being spread is that of the "marriage" between Aeneas and Dido. In Caesar, the information is regarding a supposed uprising of the Gauls, which in reality is just a scheme by Ambiorix and other Gallic leaders.

To begin, Vergil ~~describes~~ describes how quickly the information about Dido and Aeneas spreads. He states that "Immediately Rumor ~~spreads~~ goes through the great cities of Libya" (Extemplo... urbes) (Line 1A). By highlighting that the rumor spread "immediately" after Aeneas and Dido got together, Vergil demonstrates the speed with which word can spread through North Africa. To further this point of how fast rumor goes, Vergil claims that "there is not any other evil more swift" (maius... ullum) (Line 2A). He then goes on to explain that rumor "thrives by movement and ~~spreads~~ acquires strength by going" (~~maius~~ mobilitate... eundo) (Line 3A). These details point out that not only is rumor quick, it also gets more powerful as more and more people hear of the rumor, making it seem as though rumors are like viruses; they just keep growing. Even further, Vergil writes that "nor does [Rumor] turn its eyes to sweet sleep" (nec... somno) (Line 7A). If rumor does not sleep, that means that it is always active, always being shared, once again proving a point that rumor is inescapable and only continues to grow. Vergil characterizes Rumor even further ~~and exhibits~~ ~~that it is ever~~ reinforces the idea that Rumor is inescapable

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when he writes that "it sits as a guard, either on the peaks of the highest roofs or on high towers" (sedet... altis) (Lines 8A-9A). The last description he gives of Rumor itself is that it is "as tenacious a messenger of fiction and disparity as of truth" (ficti... veri) (Line 10<sup>A</sup>). This line just goes to show that rumor is not always true, in fact it is equal part inaccurate and accurate. When describing the message Rumor carries, Vergil writes that Rumor claims "~~Aeneas~~ famous Aeneas from Trojan blood had come, to <sup>which man</sup> ~~whom~~ beautiful Dido deemed herself worthy of marriage" (venisse... Dido) (Lines 13A-14A). This part of the rumor is in fact true, ~~but~~ and it is conveyed in a formative way, with a rather plain tone. The rest of the rumor, however, is not phrased as nicely. ~~The~~ Instead, Aeneas and Dido are practically insulted and made fun of, for it is said that they are "warming the winter together" and they apparently "are forgetful of their kingdoms having been captured in shameful lust" (hiemem... captos) (Lines 15A-16A). Although what is said is partially true, ~~it~~ it paints Aeneas and Dido in a mainly negative light. The condescending tone makes the lovers seem selfish and irresponsible, even though it is not so.

Just as a rumor is depicted in the Aeneid, Caesar also describes a terrifying rumor which is spread through Gaul. When it comes to Gaul, the rumor starts with "the <sup>generals</sup> ~~leaders~~ and chiefs of the Nervii who ~~have~~ <sup>had</sup> any reason for speaking and cause of friendship with Cicero say ~~they~~ that they wish to conference." (duces... dicunt) (Lines 1B-2B). Unlike in Vergil,

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the people spreading rumors this time are physical people, not just a made up concept, and instead they wish to speak directly to someone, unlike the general rumors that spread in the Aeneid. This conversation is already set up to be a lot more formal than the gossip in the Aeneid. Further, the Gauls, specifically the Nervii, plan to use the same ploy Ambiorix used with Sabinus and Cotta, which ended in Roman death (Facta... commemorant)(Lines 2B-3B). ~~the~~ The Gauls have a point in spreading their rumor, it is not some silly gossip; they truly want the Romans to take action because of the fake threat. Building off of this point, the fake threat would actually seem nerve-wracking to a Roman, for the Gauls claimed that "all Gaul is in arms, <sup>that</sup> the Germans have crossed the Rhine; ~~also that~~ <sup>that</sup> the remaining winter quarters of Caesar are being attacked" (omnem... oppugnari)(Lines 3B-4B). Although it is not true, the Romans at Cicero's camp do not know this, so this story would seem like an actual danger; the Gauls are using their words to manipulate the Romans. After recapping everything that happened with Sabinus and further worrying the Roman soldiers, the Gauls offer the Romans with a deal, a possible solution to their problems. The Nervii claim they do not wish to harm the Romans, out of fear of angering Cicero and the Roman people (sese... animo)(Lines 6B-7B). Instead, they ~~only~~ say they only want the Romans to move their winter quarters from Gaul, in fact to sweeten the deal, the Gauls say "it is permitted for them

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to leave from winter quarters through them unharmed and to set out in whichever direction they wish without fear" (licere ... profisci) (Line 88-98). This interaction between Gauls and Romans is far more professional than that of the message portrayed in Vergil. The Gauls, are a lot more cunning, with obvious ill-intent towards the Romans, even if they claim otherwise. The Gauls know how to use their speech to get their way, and in the end, to deceive the Romans.

Although Vergil and Caesar both exhibit in their works moments when false information is spread, they both <sup>convey</sup> ~~characterize~~ the message in different ways. Caesar takes a literal approach to the subject, having a direct conversation, while Vergil describes a horrific creature like being which carries ~~stores~~ information wherever it goes.

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Vergil's passage begins by stating that there was a great rumor that traveled through the cities of North Africa 'Libyae magnas it Fama per urbes'. The rumor is also described as evil 'Fama, malum'. This implies that the transmission of crucial information may be accidental and have negative effects on those involved with the rumor. The information is also carried in the winds 'attollit in auras' so it spread very quickly. In addition, the rumor spread through the shadows in the middle of the sky and ground 'caeli medio terraeque per umbram'. Giving the rumor multiple mediums for it to spread through (sky, ground, wind) shows the speed at which it traveled. However, the message's legitimacy is called into question as it is associated with signs of evil like night and shadows 'Nocte', 'per umbram', 'somno'. Vergil is foreshadowing that something bad will come from this rumor. The message contains information that connects Dido and Aeneas, an outsider of Trojan blood 'Aeneas Troiano sanguine... iungere Dido'. A rumor about two people is more like gossip than official orders from a leader.

The message in Gaul, however, is much more formal as it is distributed by leaders and others in power 'Tunc duces principesque Nerviorum... dicunt'. This call to arms intentionally involved everyone as it related to military orders and enemy troop movements 'omnem esse in armis Galliam; Germanos Rhenum transisse; Caesaris reliquorumque hiberna oppugnari'. All of Gaul is in arms, so leaders need to get information to their troops. They also encourage the troops to boost their morale and fight without fear 'sine metu'.

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In Vergil's Aeneid Book 4, lines 173-176, 189-195, he describes how ~~important~~ important Aeneas, religion, and the passing of information orally were in North ~~Africa~~ Africa, while in Caesar's Book 5 of Bellum Gallicum, he describes the importance of rituals in Gaul, specifically in times of war.

In lines 13-14, ~~Vergil~~ Vergil writes about how important Aeneas was to ~~Vido~~ North Africa. In line 17, Vergil writes about the gods, "dea", and the spreading of information "in ora." In line 1 of Caesar's Bellum Gallicum, he describes the importance of religious principles and ceremonies, "principesque sermonis" especially before battles, as well as the death of Ambiorix, "Ambiorigem ostendunt."

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### Question 3

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

#### Overview

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

#### Sample: 3A

##### Score: 5

The response develops a strong analysis and consistently aligns it to Latin evidence, drawing plentiful and accurate Latin citations from throughout both passages. Concerning Passage A, the response notes that “Vergil describes how quickly the information about Dido and Aeneas spreads” and accurately translates or paraphrases *Extemplo ... urbes, malum ... ullum, mobilitate ... eundo*, and *nec ... somno* in support of the claim. Equally, it notes that “rumor is not always true, in fact it is equal part inaccurate and accurate,” accurately citing *venisse ... Dido* and *hiemem ... captos* to support the claim. Close attention is likewise paid to Passage B.

The response consistently makes supportable inferences, draws accurate conclusions, and uses specific contextual references to support its analysis. So, for example, the response observes that “The Gauls have a point in spreading their rumor, it is not some silly gossip: they truly want the Romans to take action because of the fake threat,” drawing an accurate conclusion from both the particular context of Passage B and the message’s specific content, as cited by the response. Similarly, the response notes that “The Gauls are a lot more cunning, with obvious ill-intent towards the Romans, even if they claim otherwise. The Gauls know how to use their speech to get their way, and in the end, to deceive the Romans.” And for Passage A, following the response’s discussion of rumor’s ambiguous accuracy, the response states, “Although what is said is partially true, it paints Aeneas and Dido in a mainly negative light. The condescending tone makes the lovers seem selfish and irresponsible, even though it is not so.”

#### Sample: 3B

##### Score: 3

The response reflects some understanding of Passage A (e.g., “Vergil’s passage begins by stating that there was a great rumor that traveled through the cities of North Africa” and “The message contains information that connects Dido and Aeneas”) and Passage B (e.g., “The message in Gaul ... is distributed by leaders and others in power”). The response’s analysis of Passage A is stronger than that of Passage B. Similarly, the response sometimes misunderstands contextual references, such as when it remarks of Passage B, “All of Gaul is in arms, so leaders need to get information to their troops. They also encourage the troops to boost their morale and fight without fear ‘*sine metu*.’”

The response includes a few accurate Latin citations from Passage A (e.g., “In addition, the rumor spread through the shadows in the middle of the sky and ground ‘*caeli medio terraeque per umbram*’”) but only one accurate, albeit overly general, paraphrase of part of Passage B (“The message in Gaul,

### Question 3 (continued)

however is much more formal as it is distributed by leaders and others in power ‘*Tunc duces principesque Nerviorum ... dicunt*’).

Finally, the response displays limited understanding of implied information. So, for instance, the response suggests, “However, the messages legitimacy is called into question as it is associated with signs of evil like night and shadows ‘*Nocte*,’ ‘*per umbram*,’ ‘*somno*,’ Vergil is foreshadowing that something bad will come from this rumor.”

#### **Sample: 3C**

#### **Score: 1**

The response provides no meaningful analysis of either passage. However, individual words and short phrases from Passage A and B, e.g., *dea* (paraphrased as ‘the gods’), *in ora* (not translated or paraphrased), *principesque sermonis* (paraphrased as “religious principles and ceremonies”), and *Ambiorigem ostendant* (summarized as “Caesar describes ... the death of Ambiorix”) are cited, but they are incorrectly translated or paraphrased. The response does not draw inferences or conclusions from the Latin cited and shows no understanding of the context of the passages.