



Chief Reader Report on Student Responses: 2023 AP[®] Latin Free-Response Questions

• Number of Students Scored	4,533		
• Number of Readers	33		
• Score Distribution	Exam Score	N	%At
	5	557	12.29
	4	746	16.46
	3	1,267	27.95
	2	1,128	24.88
	1	835	18.42
• Global Mean	2.79		

The following comments on the 2023 free-response questions for AP[®] Latin were written by the Chief Reader, Jennifer Sheridan Moss, Professor, Wayne State University. 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

Topic: *Aeneid* 6.325-329

Max Score: 15

Mean Score: 6.77

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 students were familiar with the required reading for this section of the syllabus (*Aeneid* Book 6).
- 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">• In line 2 students failed to read <i>unda</i> as the subject of <i>vehit</i>.	<ul style="list-style-type: none">• “the wave carries them”
<ul style="list-style-type: none">• In line 3 students struggled with the impersonal <i>datur</i>.	<ul style="list-style-type: none">• “Nor is it permitted to carry ... across”

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.
- On the day of 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 nouns.

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

In the “Review” tab of Course Resources in AP Classroom, one can find videos that specifically address the content of *Aeneid* Book 6 and strategies for the Vergil translation free-response questions on the exam:

- 2021 AP Exam On-Demand Review Session 8: Aeneas in the Underworld in Vergil’s *Aeneid* Book 6
- 2022 AP Exam On-Demand Review Session 6: How to Approach Translations and the Story of the Fall of Troy

See also the AP Daily Videos for Unit 8 for an in-depth review of *Aeneid* Book 6.

AP Classroom contains several free-response Vergil translation questions with scoring guidelines that mimic those used on the AP Latin exam:

- Formative free-response translation questions based on *Aeneid* Book 6 passages (accessible from the Unit 8 Course Resources tab in AP Classroom):
 - Unit 8 Topic Question, “*Aeneid* 6 298–303 Translation”
 - Unit 8 Progress Check, FRQ Part A, Question 1 (Book 6, Lines 417–422)
- All summative free-response translation questions covering *Aeneid* syllabus readings (accessible using the Question Bank search function in AP Classroom):
 - Search using all the following filters:
 - Assessment Purpose and Source: Summative
 - Stimulus Text Type: Vergil
 - Question Type: FRQ: Translation
- Summative free-response *Aeneid* translation questions on the three full-length practice exams (accessible via the Practice Exams tab in Course Resources):
 - 2012 Practice Exam FRQ, Question 1
 - 2018 Practice Exam FRQ, Question 1
 - 2020 Practice Exam FRQ, Question 1

Question 2

Task: Caesar Translation

Topic: *Bellum Gallicum* 4.35

Max Score: 15

Mean Score: 5.06

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 2 demonstrated that students were familiar with the required reading for this section of the syllabus (*Bellum Gallicum* Book 4).
- Responses to Question 2 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">• Students did not know the meaning of the two adverbs <i>diutius</i> (line 1) and <i>deinde</i> (line 3).	<ul style="list-style-type: none">• “for a longer time” and “then”
<ul style="list-style-type: none">• Students struggled to translate <i>quos ... viribus</i> (line 2) because of the correlatives <i>tanto ... quantum</i>, and because they confused <i>viribus</i> with <i>viris</i>.	<ul style="list-style-type: none">• “for as great a distance as (they were able to accomplish) by running and strength ...”

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.
- On the day of 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 nouns.

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

In the “Review” tab of Course Resources in AP Classroom, one can find videos that specifically address the content of *Bellum Gallicum* Book 4 and strategies for the Caesar translation free-response questions on the exam:

- 2021 AP Exam On-Demand Review Session 2: Caesar Attempts to Invade Britannia in Gallic War Book 4
- 2022 AP Exam On-Demand Review Session 1: Geography Meets Translation in Caesar’s *De Bello Gallico*, Book 1

See also the AP Daily Videos for Unit 4 for an in-depth review of *Bellum Gallicum* Book 4.

AP Classroom contains several free-response Caesar translation questions with scoring guidelines that mimic those used on the AP Latin exam:

- Formative free-response translation questions based on *Bellum Gallicum* Book 4 passages (accessible from the Unit 4 Course Resources tab in AP Classroom):
 - Unit 4 Topic Question, “Caesar Translation” (Book 4, Chapter 34)
 - Unit 4 Progress Check, FRQ Part A, Question 1 (Book 4, Chapter 27)
- All summative free-response translation questions covering *Bellum Gallicum* syllabus readings (accessible using the Question Bank search function in AP Classroom):
 - Search using all the following filters:
 - Assessment Purpose and Source: Summative
 - Stimulus Text Type: Caesar
 - Question Type: FRQ: Translation
- Summative free-response *Bellum Gallicum* translation questions on the three full-length practice exams (accessible via the Practice Exams tab in Course Resources):
 - 2012 Practice Exam FRQ, Question 2
 - 2018 Practice Exam FRQ, Question 2
 - 2020 Practice Exam FRQ, Question 2

Question 3

Task: Analytical Essay

Topic: *Aeneid* 4.340–355 and *Bellum Gallicum* 1.5

Max Score: 5

Mean Score: 2.62

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 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 (*Aeneid* Bk. 4 and *Bellum Gallicum* Bk 1).
- 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">• Students gave a stronger analysis of passage A than passage B, often because they seemed to have run out of time.	<ul style="list-style-type: none">• An essay that gives equal attention to both passages.
<ul style="list-style-type: none">• Students picked individual words (in passage A: <i>frumentum</i>, <i>duodecim</i>, the proper nouns in line 6; in passage B: <i>fata</i>, <i>patris</i>, <i>puer</i>) and discussed them out of context.	<ul style="list-style-type: none">• An essay that analyzes full Latin expressions in the context of the passage.

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 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?

In the “Review” tab of Course Resources in AP Classroom, one can find videos that specifically address the content of *Aeneid* Book 4 and *Bellum Gallicum* Book 1, and strategies for the analytical essay free-response question on the exam:

- 2021 AP Exam On-Demand Review Session 1: Describing Helvetians & Gauls in Caesar’s Gallic War Books 1 & 6
- 2021 AP Exam On-Demand Review Session 7: The Tragedy of Queen Dido from Vergil’s *Aeneid* Book 4
- 2022 AP Exam On-Demand Review Session 3: Mastering Essay Writing While Reviewing Caesar’s *De Bello Gallico*, Book 5
- 2022 AP Exam On-Demand Review Session 5: Creating Your Essay Magnum Opus Using Vergil’s *Aeneid*, Book 1

See also the AP Daily Videos for Units 2 and 5 for in-depth reviews of *Bellum Gallicum* Book 1 and *Aeneid* Book 4.

AP Classroom contains several free-response analytical essay questions with scoring guidelines that mimic those used on the AP Latin exam:

- Formative free-response translation questions (accessible from the Unit tabs in AP Classroom):
 - There is one analytical essay Topic Question per Unit. Questions for Units 1 through 4 are based on a single passage, while questions for Units 5 through 8 ask students to compare two passages.
 - There is one analytical essay on the Progress Check for each Unit, each labeled FRQ Part B. These questions progress in length and complexity in the same manner as the Topic Questions.
- All summative free-response analytical essay questions (accessible using the Question Bank search function in AP Classroom):
 - Search using all the following filters:
 - Assessment Purpose and Source: Summative
 - Question Type: FRQ: Analytical Essay
 - Optional search filter—Exam Alignment: Use the search filter “High” to find questions that correspond to the current exam format. Use the search filter “Partial” to find questions that use older exam formats. These either tend to be shorter (useful for quick practice or formative assignments) or use a slightly different scoring rubric (check the “Question Scoring and Details” sidebar in the question preview window).
- Summative free-response analytical essay questions on the three full-length practice exams (accessible via the “Assessments” tab in the Question Bank):
 - 2012 Practice Exam FRQ: Question 3
 - 2018 Practice Exam FRQ: Question 3
 - 2020 Practice Exam FRQ: Question 3

Question 4

Task: Vergil Short Answer

Topic: *Aeneid* 1.198–207

Max Score: 7

Mean Score: 3.99

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 grammatical constructions, knowledge of parts of the *Aeneid* read in English translation, 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 students were familiar with the required reading for this section of the syllabus (*Aeneid* Bk 1).
- Responses demonstrated that, on average, students were able to comprehend the passage, accurately scan dactylic hexameter, recognize Latin vocabulary in context, recognize Latin grammatical constructions, and answer questions about parts of the *Aeneid* not read in Latin.

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">• Students misconstrued the idiomatic meaning of <i>meminisse iuvabit</i> (line 6).	<ul style="list-style-type: none">• “It will be pleasing to remember” or “it will help to remember”
<ul style="list-style-type: none">• Students misidentified the king of Latium.	<ul style="list-style-type: none">• Latinus

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?

In the “Review” tab of Course Resources in AP Classroom, one can find videos that specifically address the content of *Aeneid* Book 1 and strategies for the *Aeneid*-based short answer free-response questions on the exam:

- 2021 AP Exam On-Demand Review Session 5: The Trojans Arrive in Africa in Vergil’s *Aeneid* Book 1
- 2022 AP Exam On-Demand Review Session 8: Travelling to the Underworld in the *Aeneid*, Book 6: Short-Answer Review

See also the AP Daily Videos for Unit 1 for an in-depth review of Book 1 of the *Aeneid*.

AP Classroom contains several free-response Vergil short answer questions with scoring guidelines that mimic those used on the AP Latin exam:

- Formative free-response short answer questions based on *Aeneid* Book 1 passages (accessible from the Unit 1 Course Resources tabs in AP Classroom):
 - Unit 1 Topic Question, “Vergil Short Answer” (Book 1, Lines 71–75)
 - Unit 1 Progress Check, FRQ Part A, Question 2 (Book 1, Lines 65–70)
- All summative free-response short answer questions covering *Aeneid* syllabus readings (accessible using the Question Bank search function in AP Classroom):
 - Search using all the following filters:
 - Assessment Purpose and Source: Summative
 - Stimulus Text Type: Vergil
 - Question Type: FRQ: Short Answer
- Summative free-response *Bellum Gallicum* short answer questions on the three full-length practice exams (accessible via the Practice Exams tab in Course Resources):
 - 2012 Practice Exam FRQ, Question 4
 - 2018 Practice Exam FRQ, Question 4
 - 2020 Practice Exam FRQ, Question 4

Question 5

Task: Caesar Short Answer

Topic: *Bellum Gallicum* 5.43

Max Score: 8

Mean Score: 4.29

What were the responses to this question expected to demonstrate?

Responses were expected to demonstrate overall comprehension of the passages on the course syllabus, knowledge of Latin vocabulary in context, identification of specific grammatical constructions, identification of specific references to Roman culture, and knowledge of parts of *Bellum Gallicum* that relate to this one.

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 students were familiar with the required reading for this section of the syllabus (*Bellum Gallicum* Bk 5).
- Responses demonstrated that, on average, students were able to comprehend the passage, recognize Latin vocabulary in context, recognize Latin grammatical constructions, and answer questions about other parts of *Bellum Gallicum*.

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">• Students did not recognize that <i>maximo</i> is a superlative adjective.	<ul style="list-style-type: none">• “the greatest”
<ul style="list-style-type: none">• Students misidentified the battle in <i>BG</i> Book 7.	<ul style="list-style-type: none">• The Battle of Alesia

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?

In the “Review” tab of Course Resources in AP Classroom, one can find videos that specifically address the content of *Bellum Gallicum* Book 5 and strategies for the *Bellum Gallicum*-based short answer free-response questions on the exam:

- 2021 AP Exam On-Demand Review Session 3: Sabinus and Cotta: A Failure of Leadership, Gallic War Book 5
- 2021 AP Exam On-Demand Review Session 4: Cicero: Another Study in Leadership, Caesar’s Gallic War Book 5
- 2022 AP Exam On-Demand Review Session 2: Sailing Through Short-Answer Questions with Ease

See also the AP Daily Videos for Units 6 and 7 for an in-depth review of *Bellum Gallicum* Book 5.

AP Classroom contains several free-response Caesar short answer questions with scoring guidelines that mimic those used on the AP Latin exam:

- Formative free-response short answer questions based on *Bellum Gallicum* Book 5 passages (accessible from the Unit 6 and Unit 7 Course Resources tabs in AP Classroom):
 - Unit 6 Topic Question, “Caesar short answer” (Book 5, Chapter 36)
 - Unit 6 Progress Check, FRQ Part A, Question 2 (Book 5, Chapter 25)
 - Unit 7 Topic Question, “Caesar short answer” (Book 5, Chapter 41)
 - Unit 7 Progress Check, FRQ Part A, Question 2 (Book 5, Chapter 46)
- All summative free-response short answer questions covering *Bellum Gallicum* syllabus readings (accessible using the Question Bank search function in AP Classroom):
 - Search using all the following filters:
 - Assessment Purpose and Source: Summative
 - Stimulus Text Type: Caesar
 - Question Type: FRQ: Short Answer
- Summative free-response *Bellum Gallicum* short answer questions on the three full-length practice exams (accessible via the Practice Exams tab in Course Resources):
 - 2012 Practice Exam FRQ, Question 5
 - 2018 Practice Exam FRQ, Question 5
 - 2020 Practice Exam FRQ, Question 5