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# AP<sup>®</sup> Latin

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Free-Response Question 3**

- ☒ **Scoring Guidelines**
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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 expectations and responses. 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 expectations and responses, <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 expectations and responses 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 Passage A, Juno is raging with anger at the Trojans because she hates them all and wishes they all will die, so she seeks out Aeolus, the ~~king~~ ruler of the winds, and asks him to raise the winds and crush the Trojan fleet. Aeolus responds by granting <sup>her</sup> request. In Passage B, Pullo and Vorenus are competing for the first rank and to prove his courage, Pullo jumps down from the safety of the Roman walls and challenges Vorenus to match his bravery. Vorenus also ~~grants~~ <sup>grants</sup> Pullo's request and sets out into battle with him. Both Juno and Pullo expect Aeolus and Vorenus to follow their orders and challenges, and both Aeolus and Vorenus respond by granting their requests.

In Passage A, Juno is filled with rage seeing the Trojan race still alive, so she goes to the king of the winds and tells him "Aeolus, for the father of the Gods and the king of men has ~~given~~ given to you (the power) <sup>both to</sup> ~~to~~ mix up the waves and to lift the wind" (Aeole... vento lines 1-2). Juno begins by acknowledging Aeolus' power and therefore reveals her purpose for talking to him as she wants him to let the winds loose and sink the Trojan ships. She then tells him "a race hostile to me is sailing on the Tyrrhenian ~~the~~ Sea, carrying Trojan household gods having been conquered into Italy." (gens... ferates lines 3-4). Juno ~~then~~ explains her reasons for ~~the~~ ~~wanting~~ wanting Aeolus to sink the ships, hoping that her reasoning will persuade Aeolus to do what she expects. Juno then tells Aeolus to "strike violence into the winds and sink the ships having been sunk or drive them having been scattered and dispose their bodies on the sea" (incite... vento lines 5-6). Juno makes her request very clear. She wants Aeolus to kill Aeneas and the Trojans so that the race ~~will~~ <sup>she hates</sup> ~~will~~ be no more. Next,

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- **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.
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as an incentive to follow her orders, Juno ~~then~~ tells Aeolus that there is 14 nymphs for her ~~the~~ of outstanding body and the most beautiful of which is Deiopea, who Juno will give to Aeolus in marriage and who will make Aeolus the father of beautiful offspring. (Sunt... parentum lines 7-11). Juno expects Aeolus to follow her orders, but as a gift to ensure that he will do what she wants, Juno gives her most beautiful nymph, Deiopea, to him. After this, "Aeolus (says) these things in return: 'O queen, it is my duty to accomplish that which you wish; it is right for me to follow orders'" (Aeolus... fas est lines 12-13). Aeolus responds to Juno by accepting her request and telling him that it is his duty to listen to her orders. Then, he credits all his powers to Juno, telling her that "you win over for me whatever this is of a kingdom, you (win over for me) sceptors and Jupiter, you allow (me) to recline at the feasts of the Gods, and you make (me) powerful over clouds and storms." (Tu... potentem lines 14-16). Aeolus tells Juno that after everything she has done for him, the least he can do is repay her by following her orders, which he does. In the passage, Juno expects Aeolus to follow her orders and ~~then~~ Aeolus responds by obeying her orders and thanking <sup>her</sup> for everything she has done for him.

In Passage B, Pullo, trying to distinguish himself as the most courageous in the legion, challenges Vorenus, the man he is competing with, to jump down from the wall with him and to fight the enemies. As Caesar says, "There was in this legion the most brave men, centurions, who were approaching the first ranks, Titus Pullo and Lucius Vorenus." (Erant... Vorenus lines 1-2). Both ~~these~~ Pullo and Vorenus are the most brave men,

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and they are both approaching the first rank. Because of this similarity, however, Caesar ~~he~~ says that ~~they were having constant disputes~~ over which one was to be preferred and they were competing with each other in every year about the highest rank. (Hi... contendant lines 2-3). These two men constantly arguing forced them to compete constantly ~~for~~ over who was braver and who was ranked higher. Because of this, "From here, Pullo, when it was being fought most fiercely, ~~he~~ says to (the men) at the walls, 'Why do you delay Vorenus? Or what opportunity of proving your courage do you expect? This day will decide our debates.' (Ex... indicabit lines 4-6). Pullo clearly challenges Vorenus to match his courage, asking him why he delays on the wall and to prove his own courage, Pullo jumps down from the wall and races into whichever part of the enemy seemed most dense. (~~he~~ procedit-- irrupit lines 6-7). After Pullo's challenge, he expects Vorenus to also jump down from the wall and match his own bravery, which Vorenus does. "Nor ~~indeed~~ indeed then does Vorenus hold himself on the wall, but with all fear having been let go he follows closely." (Ne... subsequitur lines 8-9). The two men race into battle, matching each other's courage and bravery with every step, just as Pullo expected, and when ~~the~~ the shield for Pullo is pierced and the spear is stuck in his swordbelt, Vorenus, his personal enemy, ~~runs~~ runs and comes to Pullo. (transfigitur... subvenit lines 9-10). Just as Pullo expected when he ~~he~~ challenged Vorenus, Vorenus matched his courage and even ended up saving his life, which ~~favor~~ Pullo would also end up repaying.

~~he~~ In Passage A, Juno expects Aeolus to obey her commands, which he does gladly, ~~he~~ just like in Passage B, when Pullo expects

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Venerus to compete with him over who out of the two is the most courageous and Venerus happily comes along to prove his bravery. Both Juno and Pullo both got what they expected and Aecolus and Venerus respond exactly how the other two expect.

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

One important virtue to the Romans was respecting your elders by following what they tell you to do. Because of this, many works by Roman authors featured scenes where characters are being given orders or suggestions of what to do. In the *Aeneid*, Juno expects Aeolus to help her stop Aeneas and the Trojans, and he responds favorably. In *De Bello Gallico*, Pullo gives his opinion to Vorenus about an action to take.

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In Vergil's *Aeneid*, Juno's commands of Aeolus are well received, ~~as~~ but Aeolus does ask for something back in return for following her orders. Throughout the *Aeneid*, Juno is characterized by her immense hatred for Aeneas and the Trojans. In this passage, she describes their actions to Aeolus, saying "gens inimica mihi Tyrrhenum navigat aequor." (A-3) (a race enemy to me navigates the Tyrrhenian sea.) This makes her position on the Trojans clear, and ~~however~~ makes it obvious what she wants to be stopped - their sailing. She then asks him to "submersaque obrue puppes" (A-5) (submerge the overturned sterns) and "disicse corpora ponto" (A-6) (scatter their bodies on the sea). This is something well within Aeolus's ability as he is the god powerful over the wind and he can raise the waves. However, Juno is very powerful in her own right, and has a ~~higher~~ higher ranking in the hierarchy of the gods as the wife of Jupiter. She is not an enemy that Aeolus would want to have, as she is known for holding grudges - most notably one about Aeneas, which is the reason for the entire *Aeneid* to be written in the first place. But just because she could hold a grudge against him does not mean that she wants to. To sweeten the deal and make it more likely that he will say yes,

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Begin your response to each question at the top of a new page. Do not skip lines. (A-8)

she offers him a nymph "~~pulcherrima~~ forma pulcherrima Deiopea" (most beautiful in form, Deiopea), and that Deiopea will "pulchra faciat te prole parentum." (make you a parent of beautiful children.) (A-11) The gods are generally very vain beings and they love having children with non-godly women, so this offer is a strong one on Juno's part. In exchange for helping her to stop "the enemy race" - the Trojans - she will give Aeolus a wife and family. And clearly, this is very convincing to Aeolus, who says in response "mihi iussa capessere fas est." (A-13) (to me, it is right to carry out these things having been ordered.) This is a very stilled and formal response as it is likely that he knows the true power of Juno and what little choice he really has. However it is still an agreement, and because of this Juno is able to carry out her plan. In return for this, though, Aeolus demands a few things, ~~asking~~ asking that "tu mihi quodcumque hoc regni [...] concilies" (A 14-15) (you will win over for me whatever this is of a kingdom) and that "nimborumque facis tempestatumque potitum." (16 A) (you will make me powerful over the storms ~~and~~ and the tempests). While Aeolus is willing to do what Juno asks of him, he will not do it for free. And as power is the currency of the gods, Aeolus's requests follow suit, being a "kingdom" and control "over the storms and the tempests." Throughout this section of the Aeneid, we see a bargain successfully made between Juno and Aeolus. In response for bringing down Aeneas, Aeolus will gain power and control. <sup>the passage from</sup>

→ Caesar's *De Bello Gallico* features two friends arguing about what to do, and the aftermath that follows. Caesar introduces them by writing that they were "fortissimi viri" (men of the highest bravery) (1B). By this

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complimenting initial characterization, we can tell that Caesar respects these men, Pullo and Vorenus. As they were friends, they often gave each other their opinions on what to do in battle. They were prone to disagreements, however, and "*perpetuas inter se controversias habebant*" (2 B) (they were often having disagreements with themselves). By framing it this way, we can tell that Pullo and Vorenus have the same level of authority, which is a stark difference from Vergil's passages where there is a power imbalance. This allows them to not always follow what the other one would like as they have the ability to say no. In this situation, they are deciding whether or not to attack the enemies. Pullo is for attacking as he is "*acerime progredientis*" (4 B) (~~Arrest~~ to fight.) Here we can already tell by this description that Pullo will want to ~~enter~~ into battle, and Vorenus will not agree with that choice. Indeed, he chastizes Vorenus for his indecision, asking "*An dubitas?*" (Why do you doubt?) (4 B). This is a hallmark of their friendship as a debate they often find themselves in. But this time, ~~Pullo~~ <sup>Vorenus</sup> does not wait for ~~Pullo~~ to reply. Instead, he "*procedit extra munitiones quaequae pars hostium confortissima.*" (6-7 B) (left with his soldiers to the part the enemies were in.) This gives Vorenus no choice, he must "*subsequitur*" (9 B) (follow) them. Pullo forces Vorenus to go along with what he wants by giving him no time to disagree. ~~What Pullo wants is done.~~ In the passage, Vorenus's lack of a response allows Pullo to carry on with his desired action.

In both passages, Ino and Pullo both attempt to convince their respective companions to go along with what they want. In Passage A Ino's attempts are successful, but in Passage B Pullo does not wait for the response of Vorenus before acting.

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Juno goes to Aeolus and asks him to raise the winds (*tollere vento*). This shows what Juno expects from him and how she wants him to do it. Juno explains how Aeneas is carrying the Penates, household gods to Italy (*portans Penates ad Italiam*). This is because Juno hates Aeneas and doesn't want him to reach Italy so she sends winds his way to blow him off course. Juno offers him a woman with the body of a Nymph (*corpore Nymphae*), this is to try to make Aeolus say yes to sending the winds. She also says that she is the most beautiful woman and her name is Deiopea (*pulcherrima Deiopea*). This is showing her bribe and what she is trying to do. Aeolus responds to these things (*Aeolus haec contra*) and he agrees and eventually sends winds over to Aeneas.

Caesar says that "in that legion there are the strongest men" Pullo & Vorenus are enemies but once a battle starts, Pullo eggs Vorenus on to fight with him, Caesar explains that these men have perpetual controversies within themselves. As Latin evidence for the top two pieces of evidence for evidence the first, (*Erant... viri*) and for the second (*Hi... habebant*) The second pieces of evidence implies that they have issues with each other, when the battle starts and Vorenus hesitates to fight, Pullo asks why he

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hesitates. (Quid... Vorene?) This is showing that Pullo is not of Vorene to fight. ~~He~~ He says with these things (Hae... dixisset) that he is referring to fighting in the battle. Vorene responds by for the time being befriends ~~Pullo~~ Pullo in battle. ~~They fight~~ (inimicus... Vorene) They befriend each other in battle and save each other countless times.

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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 presents a strong analysis of Juno’s request of Aeolus, Pullo’s challenge to Vorenius, and how Aeolus and Pullo each respond. For instance, “Juno expects Aeolus to obey her commands, which he does gladly, just like in Passage B, when Pullo expects Vorenius to compete with him over who out of the two is the most courageous and Vorenius happily comes along to prove his bravery.”

The response also includes Latin references from throughout both passages which are plentiful, accurate, and specific to the argument. Indeed, citations from every line of both texts are recalled in ways that consistently advance the argument. For instance, citing lines 5–6 in Passage A, “Juno makes her request very clear. She wants Aeolus to kill Aeneas and the Trojans so that the race she hates will be no more.” In Passage B (lines 8–9): “The two men race into battle, matching each other’s courage and bravery with every step, just as Pullo expected.” Minor and infrequent inaccuracies do not detract from the overwhelming evidence presented to prove the thesis (e.g., “Nor indeed then does Vorenius hold himself in the wall, but with all fear having been let go follows closely.”).

Additionally, the copious evidence is supported by consistent inferences and conclusions (e.g., “Pullo clearly challenges Vorenius to match his courage, asking him why he delays on the wall...” ) and contextualization of the evidence (e.g., “Juno is filled with rage seeing the Trojan race still alive...” ).

#### Sample: 3B

##### Score: 4

The response presents a wealth of citations, which are generally stronger and more accurately translated for Passage A (e.g., line 6: “scatter their bodies on the sea”) but weaker for Passage B (e.g., line 4: “fiercest to fight”). The analysis and interpretation of those citations are sometimes accurate for Passage A (e.g., “She is not an enemy ... grudges”) but again weaker for Passage B (e.g., Passage B: “features two friends arguing about what to do”). The essay reflects an understanding of the general context of each scene’s placement in and importance to its narrative, but specific details are often misrepresented (e.g., Passage A: “Juno’s commands ... orders”). Additionally, there is some attempt at inference, albeit it is weak for both passages (e.g., Passage B: “Pullo forces ... to disagree”).



### Question 3 (continued)

**Sample: 3C**

**Score: 2**

The response lacks a thesis and provides a general summary of the Latin, omitting significant portions of both. While there are some citations present, many are of little consequence and do not provide support for an argument (e.g., “*tollere vento*”). Several citations are misconstrued (e.g., “*corpore Nymphae*”). Key citations, such as “*incute ... obrue ... dissice*” and “*Ne Vorenius quidem ... subsequitur*,” are missing.

There is no mention of some critical elements of the passages whose inclusion would have earned the response a higher score (e.g., Juno’s expectation that Aeolus destroy the Trojan ships and Vorenius’ response to Pullo’s challenge). Additionally, incorrect assumptions and interpretations are made (e.g., Deiopeia is a woman in a nymph’s body and Pullo and Vorenius are enemies who temporarily befriended each other instead of rivals for promotion within the army).