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# AP<sup>®</sup> Latin

## Sample Student Responses and Scoring Commentary

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

In passage A, Aeneas reacts in a frenzied and mad manner as he realizes the downfall and defeat of Troy. In passage B, the Roman soldiers react to the Gauls' ambush bravely and with duty despite their dejectedness and the frenzied mistakes of one of their leaders, Quintus Titurius.

In passage A, as Aeneas recounts his experiences during the fall of Troy, describes that "But first then cruel horror surrounded me. I stood agape." (At... Obsipui)(lines 1-2) Although Aeneas initially tried to defend his fatherland with arms, with King Priam's murder, he realizes the cold truth that Troy is destined to fall. Aeneas' first reaction to this realization is pure horror. He is paralyzed, unable to move, but standing agape. However, as reality sinks in further, he realizes that his family is in danger as well, and he does nothing to protect them in fighting for a country that will inevitably fall. As Aeneas describes, "The image of the dear father (Anchises) approached, as I saw the king (Priam) of equal age exhaling life from a bloody wound." (subiit... exhalantem)(lines 2-4) Just as Priam was killed, Aeneas' dear father Anchises could lay dead as well. Priam was too old to defend himself and his family, although he tried to put on his armor and join the fight. Aeneas' father is similarly old and unable to protect himself, making it Aeneas' duty to protect his father, a duty which Aeneas frantically realizes he could have already failed in as he fights his way around the city. Further, "Crusea having been deserted approached and the home having been plundered (approached) and the misfortune of little Julius (approached)." (subiit... Iuli)(lines 4-5) Not only does Anchises need Aeneas' protection, but Aeneas' wife and son need him to save them as well. The intense fear and sense of unfulfilled duty Aeneas feels is heightened by his surroundings, as "I (Aeneas) look back and I survey what abundance (of Greek soldiers) is around me," (Respicio... lustrum)(line 6). Seeing the Greek soldiers solidifies the reality of the danger facing Aeneas' family, reminding him again of his duty to protect them and arousing fear that he has already failed in that duty. Aeneas begins to feel very alone as the possibility of his family's deaths sinks in, as he dictates when he says "And already I alone was surviving to such an extent." (Iamque... eram)(line 8) However, Aeneas is not clear headed and mindful of his duty to sail away with the Trojan survivors, the duty of which Hector's ghost informed the titular hero. For, as Aeneas dictates, "When I see the daughter of Tyndarius/Helen gaurding the thresholds of Vesta and (Helen) silent hiding in the seat having been consecrated;" (cum... aspicio)(lines 8-10) Anger stirs up in Aeneas. Helen, whom he thinks to be the cause of the war and the downfall of Troy, survives while all Aeneas' loved ones die. As Aeneas describes, "The conflagrations give clear light to (me) wandering and to (me) bearing eyes everywhere through everything." (dant... ferenti)(lines 10-11) As his city burns up, Aeneas can see clearly the destruction and its cause, who sits unharmed. This anger narrows his vision, the injustice maddens him with blind rage. "That one (Helen) fearing the Teucrians hostile to herself (Helen) on account of Pergama having been destroyed and (Helen fearing) the punishment of the Danains and the angers of the spouse having been deserted, and (Helen fearing) the common fury of Troy and of the fatherland, had hidden herself and (Helen) was sitting unseen in the altars." (illa... sedebat)(lines 12-15) While Aeneas' people die, Helen tries to spare herself by sitting in a sacred altar, where she hopes not to be killed. In Aeneas' eyes, she has no culpability in the downfall of Troy and survives as everyone else, innocent, dies. Further, he knows that despite Helen's fears of her spouse's angers, she will return home as queen again with no punishments, but rather with Trojan slaves to serve her. This injustice enrages him beyond measure, and he reacts completely mad of mind as he begins to discuss

killing her, despite her being an unarmed woman. Aeneas is completely frenzied with grief and sadness, causing him to be mad with revenge of Helen despite his duties to his family and the surviving Trojans. The only thing that stops Aeneas from madly killing Helen is his mother, Venus, who shows him that the war is the fault of the gods, not Helen, and orders him to go find his family, whom she confirms would have died if not for her divine protection. Passage B begins with Quintus Titurius parlaying with Ambiorix despite his fellow legate Cotta's saying it was a poor idea. As the parlay begins, "Meanwhile, while they (the Romans and Titurius) discuss about conditions among themselves and a longer speech is begun by Ambiorix in accordance to the plan (of Ambiorix), (Titurius) having been gradually surrounded is killed." (Interim...interficitur)(lines 1-3) Titurius is frantic; it is his fault that the legion left the camp, as Lucius Cotta and the representatives of the first ranks sensed deceit and tried to stop the setting out. Titurius reacts to the ambush frantically by trying to place soldiers and arrange a peace agreement, despite the obvious futility of efforts for peace, as Ambiorix and his posse have already double crossed the Romans with their promise to let the Romans travel safely and their lies about the Germans coming and all Gaul being in rebellion. The Gauls are elated by their continuous victory, and "Then in truth in accordance to their (the Gauls') custom they (the Gauls) proclaim victory and they (the Gauls) raise a shout and with an attack having been made into our men they disturb the ranks" (Tum...perturbant)(lines 3-5) The Romans are disheartened by the turn of events. Already affronted by an unexpected ambush, now many of their leaders have been killed and the Gauls are shouting that they have won. In another affront to the Romans' confidence, "There Lucius Cotta fighting is killed with the greatest part of the soldiers. The remaining ones receive themselves into the camp from whence they had set out." (Ibi... egressi)(lines 5-7) Cotta, the Romans' sensible leader, who surpassed his duties as a soldier when fighting bravely and viciously in battle as well as surpassed his duties as a general by organizing and encouraging his troops despite the ambush, is killed. The remaining soldiers receive themselves into the camp, continuing to fight and fulfill their duty to protect each other despite the misfortune. An apt example of their fulfilling their duty is enumerated in the following lines, wherein is said that "Out of which ones (the once who received themselves back into the camp) Lucius Petrosidius, the standard bearer, when he was being pressed with a great multitude of enemies, he throws the standard within the rampart; that very one fighting most bravely is killed before the camp." (Ex... occiditur)(lines 7-10) Knowing how shameful it is for a legion to lose their standard, Petrosidius, in his final act, threw the standard so the enemies could not take it, and gave his life fighting bravely. With all these defeats, the Romans are completely dejected, though "Those ones (the Romans) sustain the attack sickly to the night." (Illi... sustinent)(lines 10-11). Despite the futility of the situation, the Romans keep fighting, refusing to accept a shameful defeat. At the end of the night, knowing there was no way to win, the Romans chose an honorable warrior's death, killing themselves down to a man. However, knowing that the same misfortune could befall other legions and wanting to protect their fellow Romans, "A few having slipped away out of the battle in uncertain journeys through the woods approach to Titus Labienus the legate into the winter camp and they make him more certain about the things having been waged." (lines 11-13) Even as soldiers are caught and captured by the Gauls to prevent the dissemination of the Gallic plan, a few Romans bravely venture to fulfill their duty in protecting their comrades.

Both Vergil and Caesar portray how individuals respond to defeat; however, each takes a different approach corresponding to their audience and purpose.

Vergil is poet and the Aeneid is an epic, as such, Vergil takes care to carry emotions throughout every line and imbue the main characters with heroism. He dramatically has Aeneas remembering his family, framing it in such a way that the reader can clearly see the scene themselves. After the king equal in age to his own father exhales his life (regem...exgalantem), images arise (subiit...imago) of the rest of his family: of his wife Creusa having been deserted and the misfortunes of small Iulus (deserta...Iuli). Vergil's artistic manner of speaking paints a vivid picture. Moreover, Vergil's choice of conjuring up the images of Aeneas' family thus frames Aeneas as an honorable man in accordance to Roman values of family. This is in line with epic poetry because Vergil is essentially creating a role model, the epitome of the honorable Roman man. It mirrors the story of Cincinnatus and other heroes of the Roman Republic in his constant devotion to his family and to his nation. However, Vergil also makes Aeneas flawed by letting him get distracted with the hatred of Helen. When Aeneas spots Helen hiding quietly (cum...aspicio), he thinks of the fact that Troy has suffered punishments on account of the anger of her deserted husband Menelaus (Illa...praemetuens) and refers to her as the hated one (invisa). Despite remembering his family earlier, Aeneas is overcome with the hatred of Helen and later Vergil writes that Aeneas wants to kill her. There are two sides to this: Aeneas is patriotic in wanting to kill Helen, who started this war, and Aeneas is not honorable in that he is prioritizing revenge over his family. Vergil portrays Aeneas with flaws by letting him be tempted to make bad decisions, but he makes sure that Aeneas always makes the right choice whether it be through his parents Anchises and Venus or through Mercury. In summary, Vergil portrays Aeneas to be a good Roman man who thinks of his family first as his city is defeated and razed, however, he also portrays Aeneas as a flawed man who is momentarily overcome with the urge to take revenge over going to his family.

On the other hand, Caesar takes a different approach to recounting events. He tries to remain unbiased with his words, or at least tries to seem like he's unbiased, so he doesn't overly flatter anyone in his descriptions. Cotta dies like a fool, trusting Ambiorix once again and trying to talk to him while Ambiorix draws out the conversation to have his men surround and kill Cotta (dum...interficitur). Earlier, Cotta insists in trusting Ambiorix and when his decision proves to be fatally wrong, he falls back into the comfort of his former confidence and he places his trust in Ambiorix once more. Caesar doesn't spend time attempting to create vivid imagery to suggest or evoke certain thoughts, instead he says things like they are. He doesn't outright call Cotta stupid for his decisions, but anyone could clearly see that he is through Caesar's recounting. However, Caesar does emphasize the heroism of Lucius Petrosidius, an eagle bearer who was killed while fighting bravely (Lucius...occiditur). Petrosidius could have cowered and clutched the standard as an excuse not to fight, but instead he threw it into the valley (aquilam...proiecit) in order to help his comrades. Caesar does not exaggerate or go into detail crafting an image of Petrosidius, but he does make sure to mention him and what he did. Thus, while Caesar doesn't shy away from the mistakes of the Romans, he does intentionally include the heroism of other Romans. Unlike Vergil, who has Aeneas always coming around to the right decision, Caesar shows both responses of hopeful foolishness and bravery in the face of defeat in a largely factual tone.

Ultimately, both passages portray the "right" responses of some individuals in the face of undeniable defeat, but only Caesar's includes a "wrong" response. Moreover, Vergil chooses to take his time to make a beautiful and vivid illustration of Aeneas' reactions, while Caesar chooses to remain detailed but reserved in his telling of his soldier's reactions.

Passage A describes the sack of Troy. In the very first line, *horror*, sets a fearful, almost hopeless tone. People flee from their homes and the public buildings alike (lines 4-5), and the trojan fatherland is no more (lines 14-15).

In passage B however, Caesar provides much more political nuance than Virgil's poetry. Though Ambiorix won out in the actual battle (lines 1-3), this gave Cotta ample opportunity to strike, and Labienus to work with the winter camps (lines 11-13).



### Question 3

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

#### Overview

**NEW for 2025:** The question overviews can be found in the *Chief Reader Report on Student Responses on AP Central*.

#### Sample: 3A

##### Score: 5

The essay demonstrates a strong analytical approach, effectively comparing the responses to defeat by Aeneas in *Aeneid* 2 and Lucius Cotta and Lucius Petrosidius in *Bellum Gallicum* 5.37. The analysis is particularly compelling when it describes Aeneas's paralysis and the soldiers' dedication to their comrades, indicating a deep understanding of the characters' emotional states. The student's use of Latin text is both plentiful and taken from throughout the passages, with accurate citations and translations that enrich the analysis. For instance, phrases like “*subiit ... exhalantem*” (lines 2–4) and “*illa ... sedebat*” (lines 12–15) are well-integrated, showcasing the student's grasp of the original Latin.

The essay also includes consistent inferences and conclusions throughout, drawing clear connections between the characters' actions and their motivations. Statements such as “Aeneas' father is similarly old ... as he fights his way around the city” and “Knowing how shameful ... gave his life fighting bravely” reflect a thoughtful interpretation of the texts. Furthermore, the student provides specific contextualization, situating the characters within their historical and narrative frameworks. For example, the mention of Aeneas' initial defense efforts and his eventual acceptance of Troy's fate shows a nuanced understanding of the plot.

Overall, the essay is solid, with strong analytical skills and a commendable use of Latin.

**Question 3 (continued)****Sample: 3B****Score: 3**

The student's essay provides a strong analysis of Vergil's portrayal of Aeneas in *Aeneid* 2, effectively using specific Latin citations and demonstrating a clear understanding of the text. The analysis includes accurate translations, such as "After the king equal in age to his own father exhales his life (*regem ... exhalantem*)" and "When Aeneas spots Helen ... the hated one (*invisa*).” However, the analysis of Caesar's *Bellum Gallicum* 5.37 is weaker, with fewer and less precise Latin citations. Statements like "Petrosidius could ... but instead he threw it into the valley (*aquilam ... proiecit*)" lack the detailed engagement with the text seen in the analysis of the Vergil analysis.

The student shows a limited grasp of implied information, as evidenced by the statement "Cotta dies like a fool ... surround and kill Cotta (*dum ... interficitur*).” Additionally, there is an occasional misunderstanding of the context, such as the assertion that "Earlier, Cotta insists in trusting Ambiorix ... places his trust in Ambiorix once more."

Overall, the essay would benefit from a more balanced and detailed analysis of both passages, with increased attention to Latin citations and a deeper understanding of the implied meanings and contexts within Caesar's work.

**Question 3 (continued)****Sample: 3C****Score: 1**

The response lacks meaningful analysis and a deep understanding of the Latin texts. The initial statement about the tone being “fearful, almost hopeless” does not provide a thorough analysis. The references to Latin lines, such as “People flee from their homes and the public buildings alike (lines 4–5),” lack contextual understanding and fail to support the analysis. Additionally, the response does not draw inferences or conclusions based on the passages, nor does it demonstrate an understanding of the broader context. For instance, the mention of Cotta and Labienus without deeper insight into their actions or implications shows a lack of contextual comprehension. Overall, the response needs to provide a more detailed analysis and demonstrate a stronger understanding of the passages.