

## Chief Reader Report on Student Responses: 2018 AP<sup>®</sup> Latin Free-Response Questions

• Number of Students Scored	6,409			
• Number of Readers	31			
• Score Distribution		Exam Score	N	%At
		5	921	14.4
		4	1,290	20.1
		3	2,047	31.9
		2	1,464	22.8
		1	687	10.7
• Global Mean	3.05			

The following comments on the 2018 free-response questions for AP<sup>®</sup> Latin were written by the Chief Reader, Mary C. English, Professor of Classics and General Humanities, Montclair 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**Max. Points:** 15**Mean Score:** 6.66**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 response address the course content related to this question? How well did the responses integrate the skills required on this question?**

- Responses to Q1 demonstrated that the students were familiar with the required reading for this section of the syllabus (*Aeneid*, Book 4).
- Responses to Q1 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 2: Some responses showed difficulty rendering the meanings of <i>croceis</i> and <i>roscida</i>; others omitted them altogether.</li> </ul>	<ul style="list-style-type: none"> <li>• dewy (Iris) on golden wings</li> </ul>
<ul style="list-style-type: none"> <li>• Segment 4: Some responses gave the wrong meaning for <i>mille</i>, and they often omitted <i>trahens</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• dragging a thousand</li> </ul>
<ul style="list-style-type: none"> <li>• Segment 6: Some responses struggled with the phrase <i>adverso sole</i>. Often they rendered <i>sole</i> in the wrong case, and they gave the wrong meaning for <i>adverso</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• with the sun opposite</li> </ul>
<ul style="list-style-type: none"> <li>• Segment 11: Some responses struggled with the phrase <i>hunc sacrum</i>. Students were more likely to render this segment correct if they recognized that <i>hunc</i> modified (<i>crinem</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• this (lock) sacred</li> </ul>
<ul style="list-style-type: none"> <li>• Segment 13: Some responses rendered <i>isto corpore</i> in the wrong case.</li> </ul>	<ul style="list-style-type: none"> <li>• from that body</li> </ul>

**Based on your experience at the AP® Reading with student responses, what advice would you offer to 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 develop strategies for helping their students commit to memory the less familiar and/or more challenging vocabulary words on the AP syllabus (e.g., *roscida*, *croceis*, *devolat*).
- During 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?***

- Use and adapt the [Scoring Guidelines](#) throughout the AP year and in years leading up to the AP experience so students are familiar with how their response will be scored.
- 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 [AP Latin Course and Exam Description](#) on AP Central.
- Refer to the [exam information](#) page for additional translation tasks from previous years.

## Question #2

**Task:** Caesar Translation

**Max. Points:** 15

**Mean Score:** 7.72

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

- Responses to Q2 demonstrated that the students were familiar with the required reading for this section of the syllabus (*Bellum Gallicum*, Book 5).
- Responses to Q2 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 1 and 7: Some responses showed difficulty rendering these segments as ablatives absolute.</li></ul>	<ul style="list-style-type: none"><li>• with a moderate interval having elapsed (Segment 1)</li><li>• with him struck and lifeless (Segment 7)</li></ul>
<ul style="list-style-type: none"><li>• Segment 5: Some responses gave the wrong meaning and tense for <i>procurrentem</i>.</li></ul>	<ul style="list-style-type: none"><li>• one person running (from the crowd)</li></ul>
<ul style="list-style-type: none"><li>• Segment 12: Some responses gave the wrong meaning for <i>regrediendi</i> and had difficulty rendering the form.</li></ul>	<ul style="list-style-type: none"><li>• the opportunity of retreating</li></ul>
<ul style="list-style-type: none"><li>• Segment 14: Some responses gave the wrong meaning for <i>defigitur</i>, despite the gloss.</li></ul>	<ul style="list-style-type: none"><li>• and the javelin is lodged</li></ul>

### **Based on your experience at the AP® Reading with student responses, what advice would you offer to 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 passive verbs.

- 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. The glosses provided can even help students with additional words in the passage (e.g., the gloss for *transfigo* can help a student with both *transfigitur*, as well as *defigitur*).

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

- Use and adapt the [Scoring Guidelines](#) throughout the AP year and in years leading up to the AP experience so students are familiar with how their response will be scored.
- 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 [AP Latin Course and Exam Description](#) on AP Central.
- Refer to the [exam information](#) page for additional translation tasks from previous years.

### Question #3

**Task:** Analytical Essay

**Max. Points:** 5

**Mean Score:** 2.67

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

- Responses to Q3 demonstrated that the students were familiar with the required readings for these sections of the syllabus (*Bellum Gallicum*, Book 4 and *Aeneid*, Book 1).
- Responses to Q3 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 Passage A, including the more difficult first sentence; and they recognized the context and overall purpose of Ilioneus' speech and used specific citations to support their readings of his words to Dido.</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 difficulties faced by BOTH the Romans and the Trojans and only offered a comparison between the passages 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 to 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 us decipher the difficulties the Romans and Trojans faced when coming to shore.

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

- Use and apply the [Scoring Guidelines](#) throughout the AP year and in years leading up to the AP experience so students are familiar with how their response will be scored.
- 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 [AP Latin Course and Exam Description](#) on AP Central.
- Refer to the [exam information](#) page for additional translation tasks from previous years.
- Review the [online module](#) on preparing Latin students titled *Reading and Comprehending Latin Texts: Developing Students' Literacy Skills*.

**Question #4****Task:** Vergil Short Answer**Max. Points:** 8**Mean Score:** 5.19**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 response address the course content related to this question? How well did the responses integrate the skills required on this question?**

- Responses to Q4 demonstrated that the students were familiar with the required reading for this section of the syllabus (*Aeneid*, Book 6).
- Responses to Q4 demonstrated that, on average, students were able to recognize clear comprehension of the passage, advanced Latin constructions, Latin vocabulary in context, accurate scansion of dactylic hexameter, 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>
Subquestion 1b: Some responses showed difficulty identifying which specific Latin words described the characteristic of Cerberus that they identified in Subquestion 1a.	Cerberus was huge ( <i>ingens/immanis</i> ). Cerberus was three-throated ( <i>trifauci</i> ). Cerberus was howling/barking ( <i>latratu/personat</i> ). Cerberus was lying down ( <i>recubans</i> ). Cerberus was in a cave ( <i>in antro</i> ).
Subquestions 3a and 3b: Some responses showed difficulty identifying the tense of <i>videns</i> and rendering an accurate translation of the participle in context.	seeing (present tense)
Subquestion 4: Many responses showed students were unfamiliar with the concept of scansion.	dactyl, spondee, dactyl, spondee, dactyl, spondee/long-anceps



**Based on your experience at the AP® Reading with student responses, what advice would you offer to 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 elucidated 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?**

- Use and adapt the [Scoring Guidelines](#) throughout the AP year and in years leading up to the AP experience so students are familiar with how their response will be scored.
- 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 [AP Latin Course and Exam Description](#) on AP Central.
- Refer to the [exam information](#) page for additional translation tasks from previous years.

**Question #5****Task:** Caesar Short Answer**Max. Points:** 7**Mean Score:** 3.63**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 response address the course content related to this question? How well did the responses integrate the skills required on this question?**

- Responses to Q5 demonstrated that the students were familiar with the required reading for this section of the syllabus (*Bellum Gallicum* Book 6).
- Responses to Q5 demonstrated that, on average, students were able to recognize clear comprehension of the passage, 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>
Subquestion 1: Some responses translated the phrase without a preposition or with an inaccurate preposition; others rendered <i>aliquo</i> incorrectly.	with some rank and distinction
Subquestion 2: Many responses misidentified the antecedent of <i>quae</i> as <i>loco</i> .	The antecedent of <i>quae</i> is <i>plebes</i> .
Subquestion 4: Some responses translated <i>sese</i> as “himself.”	<i>sese</i> is translated as “themselves.”
Subquestion 5: Some responses misidentified the case of <i>dominis</i> as genitive or ablative.	The case of <i>dominis</i> is dative.

**Based on your experience at the AP<sup>®</sup> Reading with student responses, what advice would you offer to 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 elucidated 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?***

- Use and adapt the [Scoring Guidelines](#) throughout the AP year and in years leading up to the AP experience so students are familiar with how their response will be scored.
- 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 [AP Latin Course and Exam Description](#) on AP Central.
- Refer to the [exam information](#) page for additional translation tasks from previous years.