Chief Reader Report on Student Responses:

2021 AP® Latin Free-Response Questions

• Number of Students Scored	4,889			
• Number of Readers	36			
• Score Distribution	Exam Score	N	%At	
	5	491	10.0	
	4	824	16.9	
	3	1,463	29.9	
	2	1,237	25.3	
	1	874	17.9	
• Global Mean	2.76			

The following comments on the 2021 free-response questions for AP® Latin were written by the Chief Reader, Jennifer Sheridan Moss, Associate 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

Max. Points: 15   **Mean Score:** 5.64

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 1).
- 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?

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
• Subsection 1: students frequently omitted the first *-que*	• Both…and
• Subsection 2: students rendered *insequitur* as passive, and *stridor* as a verb or participle	• The creaking follows
• Subsection 7: students frequently omitted the first *-que*; translated *diem* as "god"	• Both…and; day
• Subsection 9: students translated *ponto* as "bridge" or "boat" ; *incubat* as the imperfect; *atra* did not modify *nox*	• Dark (night) lies upon the sea
• Subsection 11: students did not know the vocabulary for either word	• The heavens roared.
• Subsection 14: students mistranslated *intentant* as "intend"; *omnia* was rendered as a modifier for *viris*	• All things threaten (present death) for the men.

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?

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 with *Aeneid* Book I passages (accessible from the Unit 1 tab in AP Classroom):
    - Unit 1 Topic Question, "Vergil Translation"
    - Unit 1 Progress Check: FRQ Part A, Question 1

- Summative free-response translation questions with *Aeneid* Book 1 passages (accessible using the Question Bank search function in AP Classroom):
    - *Aeneid* 1.65-69 – Juno's offer to Aeolus
    - *Aeneid* 1.124-130 – Neptune's arrival
    - *Aeneid* 1.148-152 – Neptune calms the seas
    - *Aeneid* 1.360-364 – Dido's escape
    - *Aeneid* 1.522-526 – Ilioneus' plea to Dido
    - *Aeneid* 1.544-548 – Ilioneus praises Aeneas

- 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 "Assessments" tab in the Question Bank):
    - 2012 Practice Exam FRQ: Question 1
    - 2018 Practice Exam FRQ: Question 1
    - 2020 Practice Exam FRQ: Question 1

Question #2   **Task: Caesar** Translation

Max. Points: 15   **Mean Score:** 8.17

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 demonstrated that the students were familiar with the required reading for this section of the syllabus (*Bellum Gallicum* Book 1).
- Responses 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?

Common Misconceptions/Knowledge Gaps	*Responses that Demonstrate Understanding*
• Subsection 3: students omitted *quibus* or failed to see that it modifies *itineribus*	• By which paths
• Subsection 4: students translated *domo* as if it indicated motion toward in spite of the sense of *exire*	• (They were able to leave from) their home.
• Subsection 7: students rendered *inter* as "through"	• Among/between
• Subsection 8: students rendered *vix* as "force" or "road" and often omitted *qua*	• Where scarcely
• Subsection 9: students struggled with agreeing *singuli* with the plural noun *carri,* so they rendered *carri* as singular	• Individual wagons
• Subsection 10: students rendered *ducerentur* as active	• Could be led
• Subsection 11: students omitted *autem*	• However
• Subsection 12: students translated *impendebat* as a noun	• (it) overhung

• Subsection 13: students misconstrued *perpauci* as "passage"	• Very few people
• Subsection 14: students rendered *prohibere* as "to pass" or as passive	• (So that there were able to) stand in the way

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.

- 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 identifying and translating ablatives absolute, participles, and indirect statements.

- Students should 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.

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

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 with *Bellum Gallicum* Book 1 passages (accessible from the Unit 2 tab in AP Classroom):
  - Unit 2 Topic Question, "Caesar Translation"
  - Unit 2 Progress Check: FRQ Part A, Question 1
- Summative free-response translation questions with *Bellum Gallicum* Book 1 passages (accessible using the Question Bank search function in AP Classroom):
  - *Gallic War* 1.3-4 – failure of conspiracy
  - *Gallic War* 1.7 – parley with Helvetians
- 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 "Assessments" tab in the Question Bank):
  - 2012 Practice Exam FRQ: Question 2
  - 2018 Practice Exam FRQ: Question 2
  - 2020 Practice Exam FRQ: Question 2

Question #3   **Task:** Analytical Essay

Max. Points: 5   **Mean Score:** 2.57

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* Book 2 and *Bellum Gallicum* Book 5)
- 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?

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
• Students relied on their knowledge of the story of Laocoon rather than the Latin provided in the prompt	• An argument supported by the Latin provided in the prompt
• Students were unfamiliar with passage B and struggled to support their argument with the Latin provided	• An argument supported by the Latin provided in the prompt

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 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 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?

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 1–4 are based on a single passage, while questions for Units 5–8 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

Max. Points: 7   **Mean Score:** 2.63

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 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* Book 6).
- Responses demonstrated that, on average, students were able to demonstrate clear comprehension of the passage, accurate scansion of dactylic hexameter, and to recognize Latin vocabulary in context, Latin grammatical constructions, and to 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?

Common Misconceptions/Knowledge Gaps	*Responses that Demonstrate Understanding*
• Subsection 1: students mentioned various other parts of the Underworld	• Elysian fields
• Subsection 2a: students mistranslated *famae* as "rumor" or "hunger"; *venientis* as an indicative verb; *amore* in cases other than the ablative	• With love of coming fame
• Subsection 2b: students provided the case rather than the tense	• Present
• Subsection 3: students used a contextually inappropriate definition of "gero" or failed to translate *gerenda* as a passive periphrastic	• Must be waged
• Subsection 5: students understood *Laurentes* as the subject of a verb	• (Anchises taught him about) the Laurentian people.
• Subsection 6: students mentioned a variety of objects, often a mirror or an orb	• The shield

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?

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 with *Aeneid* Book 6 passages (accessible from the Unit 8 tab in AP Classroom):
  - Unit 8 Topic Question, "Vergil Short Answer"
  - Unit 8 Progress Check: FRQ Part A, Question 2

- Summative free-response short answer questions with *Aeneid* Book 6 passages (accessible using the Question Bank search function in AP Classroom):
  - *Aeneid* 6.417-423 – Cerberus
  - *Aeneid* 6.458-464 – Aeneas in the Underworld
  - *Aeneid* 6.847-853 – Name the speaker of these words
  - *Aeneid* 6.878-886 – Marcellus the younger
  - Partial alignment:
    - *Aeneid* 6.860-866 – Aeneas sees someone important (also broken into 2 separate questions for quick practice or formative work)
    - *Aeneid* 6.888-892 – Anchises speaks (also broken into 3 separate questions for quick practice or formative work)

- 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 *Aeneid* short answer questions on the three full-length practice exams (accessible via the "Assessments" tab in the Question Bank):
  - 2012 Practice Exam FRQ: Question 4
  - 2018 Practice Exam FRQ: Question 4
  - 2020 Practice Exam FRQ: Question 4

Question #5   **Task:** Caesar Short Answer

Max. Points: 8   **Mean Score:** 3.77

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 6).
- Responses demonstrated that, on average, students were able to demonstrate clear comprehension of the passage and to recognize Latin vocabulary in context, Latin grammatical constructions, and to answer questions about other parts of *Bellum Gallicum*.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	*Responses that Demonstrate Understanding*
• Subsection 2a: students translated *morbis* as "death" or "injury"	• illness
• Subsection 3a: students failed to recognize *utuntur* as a deponent verb	• They use Druids
• Subsection 4: students identified the clause containing *posse* as a negative purpose clause, or identified *posse* as a complementary infinitive	• Infinitive in an indirect statement
• Subsection 5: students identified religious traditions of the Gauls rather than the Germans	• They have no Druids, are not interested in sacrifices, they only believe in gods they can see or from whom they have benefitted, or they haven't heard of other gods.
• Subsection 6: students responded with only *pontifex*	• *Pontifex Maximus*

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?

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

- Formative free-response short answer questions with *Bellum Gallicum* passages are accessible from the Unit 2, 4, 6, and 7 tabs in AP Classroom:
    - One short answer Topic Question per Unit
    - One short answer question on each Personal Progress Check – Progress Check: FRQ Part A, Question 2

- Summative free-response translation questions with *Bellum Gallicum* Book 6 passages (accessible using the Question Bank search function in AP Classroom):
    - *Gallic War* 6.13 – slavery in Gaul
    - *Gallic War* 6.17 – gods of the Gauls (also broken into 6 separate questions for quick practice or formative work)
    - *Gallic War* 6.19 – customs of the Gauls
    - Partial alignment:
        - *Gallic War* 6.13 – Druids as judges – Set 1 & 2
        - *Gallic War* 6.18 – Gallic origins – Set 1 & 2

- 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 "Assessments" tab in the Question Bank):
    - 2012 Practice Exam FRQ: Question 5
    - 2018 Practice Exam FRQ: Question 5
    - 2020 Practice Exam FRQ: Question 5