



Chief Reader Report on Student Responses: 2024 AP[®] Latin Free-Response Questions

• Number of Students Scored	4,264		
• Number of Readers	32		
• Score Distribution	Exam Score	N	%At
	5	508	11.9
	4	709	16.6
	3	1,194	28.0
	2	980	23.0
	1	873	20.5
• Global Mean	2.77		

The following comments on the 2024 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* 4.203-208

Max Score: 15

Mean Score: 7.30

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 skill(s) 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 4).
- 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">• Throughout the passage, students struggled with the tense of verbs.	<ul style="list-style-type: none">• The three verbs in the passage are all present tense: “is said” (<i>dicitur</i>), “pours out” (<i>libat</i>), “you see” (<i>aspicis</i>)
<ul style="list-style-type: none">• Students translated <i>cui</i> (line 4) in the wrong case.	<ul style="list-style-type: none">• <i>Cui</i> is the dative indirect object of <i>libat</i>: “Juppiter, <u>for whom</u> The tribe pours out an offering...”

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve 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 4 and strategies for the Vergil translation free-response questions on the exam:

- 2021 AP Exam On-Demand Review Session 7: The Tragedy of Dido from Vergil’s *Aeneid* Book 4
- 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 5 for an in-depth review of *Aeneid* Book 4.

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 4 passages (accessible from the Unit 5 Course Resources tab in AP Classroom):
 - Unit 5 Topic Question, “Aeneid 4 181-185 Translation”
 - Unit 5 Progress Check, FRQ Part A, Question 1 (Book 4, Lines 165-170)
- 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* 4.29

Max Score: 15

Mean Score: 7.51

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 (*Bellum Gallicum* Book 4).
- 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">• Students struggled to translate the phrase <i>nostrisque id erat incognitum</i> (line 2), often by translating <i>nostris</i> in the wrong case or as the related pronoun.	<ul style="list-style-type: none">• “it was unknown to our men/soldiers”
<ul style="list-style-type: none">• Students mistranslated <i>tempestas</i> (line 4) as accusative case and then forced <i>adflictabat</i> into the passive voice.	<ul style="list-style-type: none">• “The storm damaged...”

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve 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* 1.65-80 and *Bellum Gallicum* 5.44

Max Score: 5

Mean Score: 2.24

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 1 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?

<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.	<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 B and mistranslated them, leading to further misconstrual of the passage (in particular, <i>quid dubitas</i>, line 4, and <i>veritus</i>, line 8).	<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 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?

In the “Review” tab of Course Resources in AP Classroom, one can find videos that specifically address the content of *Aeneid* Book 1 and *Bellum Gallicum* Book 5, and strategies for the analytical essay free-response question 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 5: The Trojans Arrive in Africa in Vergil’s *Aeneid* Book 1
- 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 1 and 7 for in-depth reviews of *Aeneid* Book 1 and *Bellum Gallicum* Book 5.

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* 2.588-595

Max Score: 8

Mean Score: 4.86

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 2).
- 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 did not translate <i>dextra</i> (line 5) as an ablative.	<ul style="list-style-type: none">• “With the right hand”
<ul style="list-style-type: none">• In identifying a characteristic of Venus, students often used the word <i>pura</i> (line 3), which does not modify Venus in the passage.	<ul style="list-style-type: none">• “in pure light”

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve 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 2 and strategies for the *Aeneid*-based short answer free-response questions on the exam:

- 2021 AP Exam On-Demand Review Session 6: The Fall of Troy from Vergil’s *Aeneid* Book 2
- 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 3 for an in-depth review of Book 2 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 2 passages (accessible from the Unit 3 Course Resources tabs in AP Classroom):
 - Unit 3 Topic Question, “Vergil Short Answer” (Book 2, Lines 270-276)
 - Unit 3 Progress Check, FRQ Part A, Question 2 (Book 2, Lines 201-208)
- 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 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* 6.13

Max Score: 7

Mean Score: 4.22

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* Book 6).
- 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 translated <i>mortuo</i> (line 2) as if it were a noun.	<ul style="list-style-type: none">• “After this man died”
<ul style="list-style-type: none">• Students misidentified the Roman general as Crassus or Augustus.	<ul style="list-style-type: none">• Pompey

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve 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 6 and strategies for the *Bellum Gallicum*-based short answer free-response questions on the exam:

- 2021 AP Exam On-Demand Review Session 1: Describing Helvetians & Gauls in Caesar’s Gallic War Books 1 & 6
- 2022 AP Exam On-Demand Review Session 2: Sailing Through Short-Answer Questions with Ease

See also the AP Daily Videos for Units 2 and 7 for an in-depth review of *Bellum Gallicum* Book 6.

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

- There are no formative free-response short answer questions based on *Bellum Gallicum* Book 6 passages. However, there is a formative free-response short answer question based on *Bellum Gallicum* Book 1 from the same Unit (accessible from the Unit 2 Course Resources tabs in AP Classroom):
 - Unit 2 Topic Question, “Caesar Short Answer” (Book 1, Chapter 5)
- 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