



## Chief Reader Report on Student Responses: 2025 AP<sup>®</sup> Latin Free-Response Questions

• Number of Students Scored	4,339		
• Number of Readers	32		
• Score Distribution	Exam Score	N	%At
	5	543	12.5
	4	727	16.8
	3	1,273	29.3
	2	1,094	25.2
	1	702	16.2
• Global Mean	2.84		

The following comments on the 2025 free-response questions for AP<sup>®</sup> Latin were written by the Chief Reader, Osman Umurhan, Associate Professor of Classics, University of New Mexico. 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 1.202–207

**Max Score:** 15

**Mean Score:** 6.71

### ***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 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?***

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"><li>• Throughout the passage, students struggled with the appropriate tense and mood of verbs.</li></ul>	<ul style="list-style-type: none"><li>• Three verbs in the passage whose voice and mood are essential for accurate interpretation: “we reach” (<i>tendimus</i>), “they show” (<i>ostendunt</i>), and “to rise again” (<i>resurgere</i>).</li></ul>
<ul style="list-style-type: none"><li>• Students translated <i>quietas</i> (line 4) as the wrong part of speech.</li></ul>	<ul style="list-style-type: none"><li>• <i>Quietas</i> is the adjective modifying the noun <i>sedes</i>: “Where the fates reveal the <u>quiet seats</u>.”</li></ul>

### ***Based on your experience at the AP<sup>®</sup> Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?***

The AP Latin Exam is changing due to the course revision and will include some different question models for the 2026 exam. However, there will still be a translation free-response question, Question 2. The advice contained in this section will continue to apply to the 2026 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.

- The passage on the 2026 Exam will include hover-over hyperlinks that provide contextually appropriate meanings for glossed words, and so which words are glossed should be clear to students. However, on the day of the exam, students should be sure to review each gloss carefully 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?**

The question’s passage (*Aeneid* 1.202–207) will no longer be a part of the syllabus of the new course beginning in the 2025–2026 school year. However, other passages from Book 1 of the *Aeneid* are on the syllabus, and translation continues to be a skill assessed in the free-response section of the exam, on Question 2.

- To better prepare students for the content of *Aeneid* Book 1 and the translation free-response question on the exam, one can find on AP Classroom: AP Videos for Unit 4, specifically Required Readings 4.4 and 4.5, for an in-depth review of *Aeneid* Book 1.
- The concluding AP Video for Unit 5, which provides strategies for the translation free-response question
- Free-response translation questions with scoring guidelines that mimic those used on the AP Latin exam
  - Formative free-response translation questions covering the *Aeneid* syllabus readings (accessible using the Question Bank search function in AP Classroom):
    - Search using all of the following filters:
      - Assessment Purpose and Source – “Formative”
      - Exam Alignment – “High”
      - Author – “Vergil”
      - Question Sub-Type – “FRQ: Translation”
  - Summative free-response translation questions covering the *Aeneid* syllabus readings (accessible using the Question Bank search function in AP Classroom):
    - Search using all of the following filters:
      - Assessment Purpose and Source – “Summative”
      - Exam Alignment – “High”
      - Author – “Vergil”
      - Question Sub-Type – “FRQ: Translation”

## Question 2

**Task:** Caesar Translation

**Topic:** *Bellum Gallicum* 1.2

**Max Score:** 15

**Mean Score:** 8.77

### ***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 2 demonstrated that students were familiar with the required reading for this section of the syllabus (*Bellum Gallicum* Book 1).
- Responses to Question 2 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>• Students struggled to translate the word <i>cupiditate</i> (line 2), often by translating it as a finite verb or in the wrong case.</li></ul>	<ul style="list-style-type: none"><li>• “Orgetorix, influenced <u>by desire</u> for rule”</li></ul>
<ul style="list-style-type: none"><li>• Students mistranslated <i>totius Galliae</i> (line 5) as nominative case and then forced <i>totius</i> to modify <i>imperio</i> (line 5).</li></ul>	<ul style="list-style-type: none"><li>• “of all Gaul”</li></ul>

### ***Based on your experience at the AP<sup>®</sup> Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?***

The AP Latin Exam is changing due to the course revision and will include some different question models for the 2026 exam. However, there will still be a translation free-response question, Question 2. The advice contained in this section will continue to apply to the 2026 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.

- The passage on the 2026 Exam will include hover-over hyperlinks that provide contextually appropriate meanings for glossed words, and so which words are glossed should be clear to students. However, on the day of the exam, students should be sure to review carefully each gloss 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?**

Caesar is no longer part of the syllabus of the new course beginning in the 2025 school year. However, translation of prose, in particular the new prose syllabus author Pliny the Younger, continues to be a skill assessed in the free-response section of the exam, on Question 2.

To better prepare students for the content of the new prose text, Pliny the Younger’s *Epistulae*, and the translation free-response question on the exam, one can find on AP Classroom:

- AP Videos for Units 2 and 3 for an in-depth review of the syllabus letters from the *Epistulae*
- The concluding AP Video for Unit 5, which provides strategies for the translation free-response question
- Free-response translation questions with scoring guidelines that mimic those used on the AP Latin exam
  - Formative free-response translation questions covering the *Epistulae* syllabus readings (accessible using the Question Bank search function in AP Classroom):
    - Search using all of the following filters:
      - Assessment Purpose and Source – “Formative”
      - Exam Alignment – “High”
      - Author – “Pliny”
      - Question Sub-Type – “FRQ: Translation”
  - Summative free-response translation questions covering the *Epistulae* syllabus readings (accessible using the Question Bank search function in AP Classroom):
    - Search using all of the following filters:
      - Assessment Purpose and Source – “Summative”
      - Exam Alignment – “High”
      - Author – “Pliny”
      - Question Sub-Type – “FRQ: Translation”

### Question 3

**Task:** Analytical Essay

**Topic:** *Aeneid* 2.559–564, 567–574 and *Bellum Gallicum* 5.37

**Max Score:** 5

**Mean Score:** 2.58

***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?***

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"><li>• Students gave a stronger analysis of passage B than passage A.</li></ul>	<ul style="list-style-type: none"><li>• An essay that gives equal attention to both passages</li></ul>
<ul style="list-style-type: none"><li>• Students picked individual words in passage A and mistranslated them, leading to further misconstrual of the overall passage (in particular <i>regem</i>, line 3, and <i>Tyndarida aspicio</i>, line 10).</li></ul>	<ul style="list-style-type: none"><li>• An essay that analyzes full Latin expressions in the context of the passage</li></ul>

***Based on your experience at the AP<sup>®</sup> Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?***

The AP Latin Exam is changing due to the course revision and will include different question models that assess analytical skills on the 2026 Exam. This section provides advice related to comparable elements of the 2025 Exam that may be helpful for students preparing for the 2026 Exam.

Question 3 of the 2026 Exam, the Short Essay, will require students to respond to a prompt about a passage from the syllabus and provide an interpretation, at least one supporting Latin citation from that passage, and an explanation of how that citation supports their interpretation. To aid students in preparing for this:

- Teachers should encourage students to read and translate the Latin in the whole passage before they outline their essays. In doing so, they can tie their arguments to a specific citation in the Latin passage. Citing only individual words is rarely the basis for meaningful analysis, and students should be reminded that they need to grapple with a significant section of the Latin, and the nuances therein, to attain higher scores on this question.
- Although references 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 passage in order to analyze the specific Latin citations that help to decipher the specific details of the passage.

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

Neither of this question’s passages are part of the revised course’s syllabus. However, the skill of analysis (providing an interpretation and supporting it with Latin evidence) will continue to be assessed on the short essay questions of Questions 3, 4, and 5 of the new Exam.

To better prepare students for the short essay of Question 3 and the syllabus content that these questions may assess, one can find on AP Classroom:

- AP Videos for Units 2, 3, 4, and 5 for an in-depth review of Pliny’s *Letters* and Vergil’s *Aeneid*
- The AP Video for Unit 3 Required Reading 3.5 and 3.6, which provide strategies for the short essay free-response question
- Free-response short essay questions with scoring guidelines that mimic those used on the AP Latin exam
  - Formative free-response short essay questions covering the *Aeneid* and *Epistulae* syllabus readings (accessible using the Question Bank search function in AP Classroom):
    - Search using all of the following filters:
      - Assessment Purpose and Source – “Formative”
      - Exam Alignment – “High”
      - Author – “Vergil” and “Pliny”
      - Question Sub-Type – “FRQ: Short Essay”
  - Summative free-response short essay questions covering the *Aeneid* and *Epistulae* syllabus readings (accessible using the Question Bank search function in AP Classroom):
    - Search using all of the following filters:
      - Assessment Purpose and Source – “Summative”
      - Exam Alignment – “High”
      - Author – “Vergil” and “Pliny”
      - Question Sub-Type – “FRQ: Short Essay”

## Question 4

**Task:** Vergil Short Answer

**Topic:** *Aeneid* 4.323–330

**Max Score:** 7

**Mean Score:** 3.83

### ***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 4).
- 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?***

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"><li>• Students did not translate <i>ore</i> (line 7) as an ablative.</li></ul>	<ul style="list-style-type: none"><li>• “by means of his appearance”</li></ul>
<ul style="list-style-type: none"><li>• In identifying a fear of Dido in lines 3–4, students often mistook Pygmalion for Iarbas.</li></ul>	<ul style="list-style-type: none"><li>• “Pygmalion will destroy the city walls”</li></ul>

### ***Based on your experience at the AP<sup>®</sup> Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?***

The AP Latin Exam is changing due to the course revision and will include some different question models for the 2026 exam. However, there will still be a short answer free-response question, Question 1. The advice contained in this section will continue to apply to the 2026 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. Teachers should also have their students identify or describe 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?**

The question’s passage (*Aeneid* 4.323–330) will continue to be on the syllabus of the new course beginning in the 2025–2026 school year, and the skills assessed on this short answer will continue to be assessed on the short answer question, Question 1, of the new Exam.

To better prepare students for the content of *Aeneid* Book 4 and the short answer free-response question on the exam, one can find on AP Classroom:

- AP Videos for Unit 5, specifically Required Readings 5.1 and 5.2, for an in-depth review of *Aeneid* Book 4
- The AP Video for Unit 5 Required Reading 5.7, which provides strategies for the short answer free-response question
- Free-response short answer questions with scoring guidelines that mimic those used on the AP Latin exam
  - Formative free-response short answer questions covering the *Aeneid* syllabus readings (accessible using the Question Bank search function in AP Classroom):
    - Search using all of the following filters:
      - Assessment Purpose and Source – “Formative”
      - Exam Alignment – “High”
      - Author – “Vergil”
      - Question Sub-Type – “FRQ: Short Answer”
    - Summative free-response short answer questions covering the *Aeneid* syllabus readings (accessible using the Question Bank search function in AP Classroom):
      - Search using all of the following filters:
        - Assessment Purpose and Source – “Summative”
        - Exam Alignment – “High”
        - Author – “Vergil”
        - Question Sub-Type – “FRQ: Short Answer”

## Question 5

**Task:** Caesar Short Answer

**Topic:** *Bellum Gallicum* 4.33

**Max Score:** 8

**Mean Score:** 5.97

### ***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 4).
- 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?***

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"><li>• Students translated <i>hostium</i> (line 7) as if it were an accusative.</li></ul>	<ul style="list-style-type: none"><li>• “of the enemies”</li></ul>
<ul style="list-style-type: none"><li>• Students mistakenly identified a Roman social class as if it were a political office within the <i>cursus honorum</i>.</li></ul>	<ul style="list-style-type: none"><li>• “equestrian class”</li></ul>

### ***Based on your experience at the AP<sup>®</sup> Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?***

The AP Latin Exam is changing due to the course revision and will include some different question models for the 2026 exam. However, there will still be a short answer free-response question, Question 1. The advice contained in this section will continue to apply to the 2026 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?**

Caesar is no longer part of the syllabus of the new course beginning in the 2025–2026 school year. However, the new exam will continue to use a short answer free-response question, Question 1, to assess the same skills. To better prepare students for the content of the new prose text, Pliny the Younger’s *Epistulae*, and the short answer free-response question on the exam, one can find on AP Classroom:

- AP Videos for Units 2 and 3 for an in-depth review of the syllabus letters from the *Epistulae*
- The AP Video for Unit 5 Required Reading 5.7, which provides strategies for the short answer free-response question
- Free-response short answer questions with scoring guidelines that mimic those used on the AP Latin exam
  - Formative free-response short answer questions covering the *Epistulae* syllabus readings (accessible using the Question Bank search function in AP Classroom):
    - Search using all of the following filters:
      - Assessment Purpose and Source – “Formative”
      - Exam Alignment – “High”
      - Author – “Pliny”
      - Question Sub-Type – “FRQ: Short Answer”
  - Summative free-response short answer questions covering the *Epistulae* syllabus readings (accessible using the Question Bank search function in AP Classroom):
    - Search using all of the following filters:
      - Assessment Purpose and Source – “Summative”
      - Exam Alignment – “High”
      - Author – “Pliny”
      - Question Sub-Type – “FRQ: Short Answer”