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

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

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Begin your response to each question at the top of a new page. Do not skip lines.

The Helvetians are described as voluntarily choosing to leave their land as they make reasonable decisions to ease any difficulties of travel while Aeneas portrays himself as compelled to leave by various factors as he attempts to reassure Dido who does not want him to go.

In Passage A, Caesar describes the Helvetians saying "The Helvetians attempt to do that which they had decided, to leave from their territories" ("Helvetii Helvetii ... suis exeant.") (Lines 1 A). The Helvetians are portrayed as ^{practical} ~~practical~~ because they choose to continue with the plan created by Orgetorix. They do not discredit the value or benefits of leaving even though Orgetorix had been the one to convince them because they understand that the departure might be good for them. They focus on the plan not the planner. Caesar continues saying "When they thought that they ~~were~~ had already been prepared for that matter, they burn all their fortified towns, around ^{twelve} ~~12~~ in respect to number, the villages around ~~to~~ four hundred, (and) the remaining private buildings." ("Ubi iam... ~~sedunt~~ incendunt;") (Lines 1-3 A). The Helvetians appear to be reasonable as they wait to destroy their homes until they had prepared for the journey. They are also decisive as they burn up their homes showing commitment to the plan of leaving. Next, Caesar says "They burn up all the grain, except that which they were about to ~~of~~ carry with themselves, so that with the hope of returning home having been destroyed they were more prepared to endure all dangers; They order each one to bear forth from the home with themselves flour (supply) of three months." ("frumentum ... efferre subent.") (Lines 3-6 A). The Helvetians once again display commitment to their plan as they burn the grain that they are not taking. They seem prepared as they carry grain with themselves and collect enough flour for three months. They insure their ability to defend themselves by rendering themselves unable to return and thus more eager to preserve. The Helvetians display

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foresight with their various preparations. Finally, Caesar says "They persuade the Rauraci and the Tulingi and the Latobrigi, their neighbors, to use the same plan, to set out together with those ones with the ~~fort~~ fortified towns and their villages having been burned up" ("Persuadent... ~~proficiscantur~~ proficiscantur.") (Lines 6-7 A). The Helvetians display foresight as well as intelligence as they convince their neighbors to use their plan, too. They have thought ahead to the possibility of danger and by extending an invitation to their neighbors, they provide extra enforcement and protection. They were also smart to assume their neighbors would agree to the plan because they understood that their neighbors might also feel cramped & compressed within their territories.

In Passage B, Aeneas starts his speech saying "If the fates were allowing me to lead my life by my auspices and to settle my cares by my will..." ("Me... curas,") (Lines 1-2 B) With this opening statement, Aeneas establishes that he is compelled by fate, and does not leave by choice. This implies to Dido that she is not the cause of his departure. He continues saying "... I would cherish the Trojan city first and the sweet remnants of my (people), the high roofs of Priam would remain and I would have placed Pergamum revived by my hand to the conquered ones." ("urbem... victis.") (Lines 3-5 B) Aeneas shows that the past events he and his men have ~~endured~~ endured are contrary to what he wished indicating that the future events will continue to be contrary to his desires. His list of what he would have preferred for himself and Trojans directly contradicts what readers know happened. Next, Aeneas says "But now Gryncian Apollo ordered me to undertake great Italy, the Lycian oracles ordered me to undertake Italy. ^{This} ~~is~~ (is) the love; this is the country." ("Sed nunc... patria est.") (Lines 6-8 B). Aeneas reiterates his lack of choice by detailing more entities that have ordered his leave ("Gryncian Apollo... Lycian oracles."). "This (is) the love; this is the country."

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show his acceptance of fate and indicate that he will continue to comply. Then he asks, "If the citadels of Carthage and the ^{sights of the Libyan city} ~~Libyan sights~~ detain you Phoenician, finally to settle ~~the~~ Teucrians on Italian land is what grudge?" ("Si te... invidia est?") (Lines 8-11 B). Aeneas proposes this question to force Dido to understand. She has ^{found} her city and so he implies she must understand why he must found his. He continues, stating "And it is divine will that we seek foreign kingdoms." ("Et nos... regna.") (Lines 11 B). He once again establishes that his leave is not his choice but "it is divine will." Next he says "The troubled image of my father Anchises warns and terrifies me in my sleeps, how often the night covers the lands, ~~now~~ with moist shades, how often the ^{fierly} ~~fiery~~ stars rise." ("Me patris... imago;") (Lines 12-14 B). Aeneas indicates yet another entity that encourages him to leave by mentioning his visions of his dad. This makes his leave seem unavoidable and inevitable as so many things presented to him ^{so often} point him to Italy. He finishes his speech, saying "the boy Ascanius and the injury of his dear head (move) me, (Ascanius) whom I deprive from the kingdom of Hesperia and from the fated fields" ("me puer... arvis.") (Lines 15-16 B). Aeneas's mention of another relative, his son, continues to depict him as duty-bound as he fulfills the wishes of the fates, the oracles, the gods, his dad and ^{now he does something for} his son. It also emphasizes yet again how he is not acting by \leftarrow his own will, as he mentions the "fated fields."

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In both Caesar's description of the Helvetians preparing for departure and Aeneas discussing his departure from both Carthage and Troy, there is a sense that neither party can return back to the place they are departing from, ~~for the~~ and that* for the Helvetians, ~~they~~ they burn down their private buildings and any remaining grain in order ~~to~~ to get rid of any hope of returning home to strengthen their resolve for the dangerous journey they are about to take ~~part~~ in (lines 3-5, Bellum ~~Gallicum 1.5~~ Gallicum 1.5) Caesar uses multiple different words for "burn" ~~which~~ which drives home the point that everything ^{such as "incendunt" and "comburent"} they once knew as home was destroyed. This in coordination with the Helvetians' efforts to ~~prepare~~ prepare supplies for their journey, with them supplying themselves with "trium mensurum molis cibariae" or roughly 3 months worth of grain for food. In addition the Helvetians must convince their neighbors (the Raevocis, Tulingis and Latobrigis) to let them pass. It is clear based on all these drastic measures ^{taken by} the Helvetians that they are likely fleeing ^{for something or some one, probably the Romans} because, although Caesar paints them as conquerors and murderers ~~throughout~~ throughout his accounts, ~~the~~ the fact that the Helvetians are planning such a far journey and destroying their homeland in the process, as well as their diplomatic ^{interactions} ~~interactions~~ with their neighbors, implies that they are more so refugees than invaders. For them, they had to make this huge commitment to escaping their homeland in hopes of finding a safer home, and therefore cannot return to their homeland.

On the other hand, ~~in~~ the Aeneid, we see ~~that~~ ^{that} ~~the~~ ^{the} journey is ~~quite~~ quite an important ~~commitment~~ commitment for them.

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~~changed description~~ Vergil uses a more ~~eloquent and figurative~~ emotionally charged description of Aeneas' flight from Troy ~~was~~ while Caesar's goal was to simply tell us the audience what the Helvetians did in preparation for flight, by using a first person perspective of Aeneas in this portion of the poem, Vergil ~~clearly~~ makes us empathize with Aeneas. From the ~~fall~~ ^{tragic} fall of Troy, with Aeneas' dear King Priam falling with the great ~~city~~ city, to Aeneas speaking of his father Anchises and son Ascanius, we can ^{clearly} see that these travels weigh heavily on Aeneas, while the troubles of the Helvetians are implied at best. The work

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In these readings, Caesar and ~~the~~ Aeneas. Both ~~are~~ prepare for departure, each in their own unique ways. For starters, in Caesar's ~~De Bello Gallico~~ Bellum Gallicum Caesar's concise, number-heavy ~~plans~~ plans paint him to be incredibly knowledgeable & confident. ~~All throughout Caesar's~~ ~~particular section of Caesar's writing, he uses words~~ The conciseness of his writing on line 2, "numero ad de decem", nearly a number towards 20, shows Caesar understands that he is a great leader and people will do as they are told by him.

In the passage derived from Vergil's Aeneid, Aeneas speaks to Dido on the topic of his departures from Troy and Carthage, Aeneas speaks confidently about his beliefs to Dido. Aeneas mentions his lineage, "me patris Anchisae", meaning my father Anchises, who Aeneas fears ~~affected~~.

In these passages, although both Caesar and Aeneas speak of similar subjects, their tone and word choice make clear the differences ^{between} between each other.

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Question 3

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

Overview

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.

Sample: 3A

Score: 5

The response develops a complex argument that incorporates accurate analysis of and inferences from the Latin text. Latin references in the response are plentiful, accurate, specific to the argument, and they come from throughout both passages. From these references, the response consistently makes sound inferences that support its argument. For instance, concerning Passage A, the response cites lines 3–6 (*frumentum ... iubent*), translates the Latin accurately, and draws a nuanced inference about how it depicts the Helvetians’ “foresight” and “commitment to their plan,” particularly in ensuring their motivation to follow through. This inference nicely ties back to the response’s overarching argument about the passage’s depiction of Helvetians as reasonable and proactive. As for Passage B, for example, the response cites and accurately translates lines 8–11 (*Si te ... invidia est?*) and suggests that “Aeneas proposes this question to force Dido to understand. She has found her city and so he implies she must understand why he must found his.” As the response notes, this inference reinforces its main claim that “[Aeneas] establishes that his leave is not his choice...” Lastly, the response demonstrates specific contextual knowledge that supports its argument. For instance, the response mentions Orgetorix’s involvement in the Helvetian migration described by Passage A: “[the Helvetians] choose to continue with the plan created by Orgetorix.” The response also correctly identifies the speaker of Passage B and the speaker’s relevance to its analysis of lines 3–5 of Passage B: “Aeneas shows that the past events he and his men have endured are contrary to what he wished...”

Sample: 3B

Score: 3

The response develops an adequate essay, but it offers a stronger discussion of Passage A and a weaker discussion of Passage B. Although some analysis is attempted (e.g., “Vergil uses a more emotionally charged description. While Caesar’s goal was to simply tell us ... what the Helvetians did...”), the response relies more on summary—albeit correct summary—than analysis. There are a few accurate citations from Passage A (e.g., it correctly paraphrases *oppida ... essent*), but the response fails to provide any Latin for Passage B or to correctly characterize its immediate context. In addition, the response demonstrates only a limited understanding of implied information (e.g., the response states simply that “the Helvetians must convince their neighbors ... to let them pass”).

Question 3 (continued)

Sample: 3C

Score: 1

The response provides no meaningful analysis of either passage. A few individual words and short phrases from Passage A and B are cited but mistranslated, e.g., *numero ad duodecim* (translated as “a number towards 20”) and *me patris Anchisae* (translated as “my father Anchises”). Moreover, the response draws no meaningful inferences or conclusions from the Latin cited. Lastly, while the response correctly identifies the context of Passage B, it does not use this identification to support any analysis. The response does not offer any accurate contextualization of Passage A.