
AP[®] Spanish Literature and Culture

Sample Student Responses and Scoring Commentary

Inside:

Free Response Question 1

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

AP[®] SPANISH LITERATURE AND CULTURE

2019 SCORING GUIDELINES

Question 1

Short Answer: Text Explanation
Text: “Peso ancestral,” Alfonsina Storni
Theme: *La tradición y la ruptura*

3 The response correctly identifies the author and the period and effectively explains the development of the theme in the text.

- Identifies correctly the author and the period.
- Effectively explains the development of the theme in the text.
- Supports response with relevant evidence from the text.

2 The response correctly identifies either the author or the period and explains the development of the theme in the text; description and narration are present but do not outweigh explanation.

- Identifies correctly either the author or the period.
- Explains the development of the theme in the text.
- Supports response with evidence from the text, but evidence may not be clear or relevant.

Note: A response that fails to correctly identify both the author and the period must have a good explanation of the development of the theme in the text in order to earn a score of 2.

1 The response incorrectly identifies the author and/or the period; response does not successfully explain the development of the theme in the text; description and narration outweigh explanation; irrelevant comments may predominate.

- Fails to correctly identify the author and/or the period.
- Attempts to explain the development of the theme in the text.
- Fails to adequately support response with textual evidence.

Note: A response that correctly identifies the author and/or the period but does not explain the development of the theme in the text cannot earn a score higher than 1.

0 The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.

Note: A response that merely restates part or all of the prompt or stimulus receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.

— **Response is blank.**

Note: A response that receives a (—) in content must also receive a (—) in language.

AP[®] SPANISH LITERATURE AND CULTURE
2019 SCORING GUIDELINES

Question 1 (continued)

Language Usage

- 3 Language usage is appropriate to the task, generally accurate, and varied; the reader’s understanding of the response is clear and supported by the student’s use of language.**
- Vocabulary is varied and appropriate to the topic or works being discussed.
 - Control of grammatical and syntactic structures is very good in spite of a few errors; use of verb tenses and mood is generally accurate; word order and formation are generally accurate.
 - There are very few errors in conventions of written language (e.g., spelling, accent marks, punctuation).
- 2 Language usage is appropriate to the task and sometimes accurate; the reader understands the response, although the student’s use of language is somewhat limited.**
- Vocabulary is appropriate to the topics or works being discussed but may limit the student’s ability to present relevant ideas.
 - Control of grammatical and syntactic structures is adequate, but there are some errors; errors in the use of verb tenses and moods are frequent, but do not detract from overall understanding; there are occasional errors in word order and formation.
 - There are some errors in conventions of written language (e.g., spelling, accent marks, punctuation), but they do not impede communication.
- 1 Language usage is inappropriate to the task, inaccurate, or insufficient; the reader struggles to create an understanding of the response.**
- Vocabulary is insufficient or inappropriate to the topics or works being discussed; errors render comprehension difficult.
 - Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, or word formation are frequent and impede comprehension.
 - There are frequent errors in conventions of written language (e.g., spelling, accent marks, punctuation) that impede communication.
- 0 The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.**

Note: A response that merely restates part or all of the prompt or stimulus receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.

— **Response is blank.**

Note: A response that receives a (—) in content must also receive a (—) in language.

1A
1 of 1

Answer page for Question 1

La autora de este poema es Alfonsina Storni y la época en la cual escribió este poema fue el posmodernismo. El tema del poema es no ~~no~~ creer en los estereotipos, como algo es percibido por tradición, raza o género. La forma en la cual este poema presenta la tradición es por la creencia de que los hombres no lloran, el poema usa esto como un ejemplo de un estereotipo. Esta creencia es mostrada por las primeras líneas con decir: "no lloró mi padre" y "no lloró mi abuelo", esta línea muestra la tradición por mostrar que los antepasados hombres no lloraban, dando un ejemplo a los hombres de hoy que tampoco ~~no~~ deberían de llorar. La ruptura de la tradición es mostrada cuando el hombre llora, "Así diciendo te brotó una lágrima", la mujer después prueba la lágrima del hombre y la mujer conoce el dolor que a lo ~~de~~ generación en generación, ese aguantar de llorar. Cuando la autora usa ~~esta~~ ^{el verso} "oh, el alma mía sopitar no puede" quiere decir que es irracional que la sociedad espere que un hombre aguante todo el dolor de generaciones previas, más que nada esta línea es una crítica.

1 B
1 of 1

Answer page for Question 1

La autor de "Peso Ancestral" es Alfonsina Storni y le escribió en Siglo XX. ~~La tema~~ El tema de tradición es evidente en el poema porque Storni expreso como las tradiciones en su familia son como un peso. Storni escribe: "No han llorado ~~no~~ los hombres de mi raza." También: "pobre mujer que entiende dolor de siglos ~~conocidos~~ concier al beberlo." Comunica que la historia y la tradición de su familia están haciendo problemas o una ruptura. Storni no quiere mantener la tradición de rechazar los sentimientos de dolor en su familia. Ella dice que no puede soportar todo el peso y un cambio necesita ocurrir. Storni tiene una ruptura en su vida que ella reconoce y quiere cambiar su situación y tradiciones de familia.

1 C
1 of 1

Answer page for Question 1

El título del cuento es "Nombre Puro Ancestral". El autor es Alfonso Gómez. La época es el medioevo. El poema es de 3 estrofas, y el tono es de tristeza.

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2019 SCORING COMMENTARY

Question 1

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

Overview

This question required students to read a fragment or an entire selection from a work on the required reading list, and then respond to a prompt in a short response (not a fully-developed essay). On this year’s exam the selection was the poem “Peso ancestral,” which was written by the 20th-century Argentinean poet Alfonsina Storni and published in 1919. Students were asked to identify the author and the period of the text and to explain the development of the theme of *la tradición y la ruptura* (“tradition and breaking from tradition”) within the poem. The question required students to identify the period, “*época*,” with the purpose of situating the text historically, within either a specific date range, a broader period or century, or a literary movement connected to a specific period. Students were asked to explain the development of the theme of *la tradición y la ruptura* to show how the poet treats tradition and breaking from tradition in regard to men demonstrating emotion. Students were asked to write their short response in Spanish to demonstrate their proficiency in Presentational Writing in the target language.

Sample: 1A

Content Score: 3

The response correctly identifies the author (“*Alfonsina Storni*”) and the period (“*el posmodernismo*”) and effectively explains the development of the theme of *la tradición y la ruptura* in the text by first connecting the ideas of stereotyping with tradition, race, and gender (“*como algo es percibido por tradición, raza o género*”) and looking at the long-held belief that generations of adult males have not (and shouldn’t) cry, especially in public (“*este poema presenta la tradición es por la creencia de que los hombres no lloran*”; “*los antepasados hombres no lloraban, dando un ejemplo a los hombres de hoy que tampoco deberían de llorar*”). The response further develops the theme by illustrating a break in tradition visible when the poetic voice’s male acquaintance sheds a tear (“*La ruptura de la tradición es mostrada cuando el hombre llora*”). The poetic voice’s subsequent, bitter discovery of the suffering that this suppression has caused when she tastes the teardrop that escaped from her acquaintance (“*el hombre llora ... la mujer despues prueba la lagrima del hombre y la mujer conoce el dolor*”) underscores the importance of this break in tradition and the need for further change. The poetic voice is no longer able to tolerate this irrational, unbearable situation (“*‘oh, el alma mía soportar no puede’*”; “*es irracional que la sociedad espere que un hombre aguante todo el dolor*”). The response is supported by relevant textual evidence of the on-going traditional belief that men don’t cry (“*‘no lloró mi padre’ y ‘no lloró mi abuelo’*”) and of a break in this practice (“*‘Así diciendo te brotó una lágrima’*”).

Language Score: 3

This response demonstrates language usage appropriate to the task, generally accurate, and varied. Vocabulary is varied and appropriate to the topic and work being discussed (“*este poema*”; “*género*”; “*creencia*”; “*antepasados*”; “*irracional*”; “*generaciones previas*”), in spite of an error in the use of the word *linea* (“*linea*”) instead of *verso* (*verso*) to discuss poetry. The control of grammatical and syntactic structures is very good (“*La forma en la cual este poema presenta la tradición es por la creencia de que los hombres no lloran*”; “*Esta creencia es mostrada*”; “*tampoco deberían de llorar*”; “*La ruptura de la tradición es mostrada*”; “*es irracional que la sociedad*

AP[®] SPANISH LITERATURE AND CULTURE

2019 SCORING COMMENTARY

Question 1 (continued)

espere que un hombre aguante”), in spite of an occasional error (“*esta linea muestra la tradición por mostrar que los antepasados hombres no lloraban*”). There are few errors in spelling (“*esteriotipos*”; “*percebido*”; “*el dolor que a ido de generación en generación*”) and occasional errors in missing or misplaced accent marks (“*escribio*”; “*linea*”; “*ejemplo*”; “*aguántar*”). The reader’s understanding of the response is clear and supported by the use of language.

Sample: 1B

Content Score: 2

The response correctly identifies the author (“*Alfonsina Storni*”) and the period (“*Siglo XX*”) and explains the development of the theme of *la tradición y la ruptura* in the poem. The response describes the poet’s family tradition of not acknowledging (or rejecting) painful feelings (“*la tradición de rechazar los sentimientos de dolor en su familia*”), the weight that she feels from this tradition (“*expreso como las tradiciones en su familia son como un peso*”), and her recognition of the need and her own desire to change this situation (“*Storni no quiere mantener la tradición*”; “*dice que ... un cambio necesita ocurrir ... tiene una ruptura en su vida que ella reconoce y quiere cambiar su situación y tradiciones de familia*”), the response explains a tradition and the desire to break from it. Description and narration are present (“*Comunica que la historia y la tradición ... están haciendo problemas*”; “*Ella dice que no puede soportar todo el peso*”) but do not outweigh explanation (“*Storni expreso como las tradiciones en su familia son como un peso.*”; “*quiere cambiar su situación y tradiciones de familia*”). Textual evidence supports the response (“*No han llorado los hombres de mi raza*”; “*Dolor de siglos*”; “*no puede soportar todo el peso*”). The response would have received a higher score if it had been supported with additional explanation and less description to develop the theme with more clear and relevant examples.

Language Score: 2

Language usage is appropriate to the task and sometimes accurate; the reader understands the response, although the use of language is somewhat limited. Vocabulary is appropriate to the topics being discussed (“*las tradiciones ... son como un peso*”; “*sentimientos de dolor*”) but may limit the presentation of relevant ideas (“*están haciendo problemas*”). The control of grammatical and syntactic structures and mood is very good and generally accurate (“*es evidente en el poema*”; “*Storni no quiere mantener la tradición*”; “*quiere cambiar su situación*”), in spite of some errors, including errors in verb formation (“*escribió*”; “*reconoce*”), the incorrect use of an indirect object pronoun and a missing definite article (“*La autor de ‘Peso Ancestral’ ... le escribió en Siglo XX*”), and a sentence fragment (“*“También: ‘pobre mujer que entiende, Dolor de siglos conocí al beberlo.’”*”). There are also some errors in conventions of written language, including incorrect use of capitalization in a title (“*Peso Ancestral*”), an error in spelling (“*occurir*”), and missing or misplaced accent marks (“*Storni expreso como*”; “*tradición es*”), but they do not impede communication. Had the response provided more varied and accurate language and fewer errors in grammatical and syntactic structures, the score would have been higher.

AP[®] SPANISH LITERATURE AND CULTURE

2019 SCORING COMMENTARY

Question 1 (continued)

Sample: 1C

Content Score: 1

While the response identifies the author with a slight misspelling of her last name (“*Alfonsina Stormi*”), it incorrectly identifies the period (“*el medio-evo*”). The development of the theme of *la tradición y la ruptura* in the text is not explained, and description of the poem outweighs explanation (“*El poema es de 3 estrofas, y el tono es de tristeza.*”). Had the response identified the correct period, effectively explained the development of the theme of *la tradición y la ruptura*, and supported the explanation with clear and relevant examples from the text, it would have earned a higher score.

Language Score: 2

This response demonstrates language usage that is appropriate to the task and sometimes accurate; the reader understands the response, although the use of language is somewhat limited and repetitive in such a short response. Vocabulary is sometimes appropriate to the topic and work being discussed (“*El poema es de 3 estrofas*”), but may limit the presentation of relevant ideas, for example incorrectly identifying the work first as a short story (“*cuento*”) and later correctly as a poem (“*El poema*”). Although adequate, the response provides very limited examples of control of grammatical and syntactic structures in this very short paragraph comprised of three short sentences that repeat the same present tense form of the verb *ser* four times (“*El autor es ... La época es. ... El poema es de 3 estrofas, y el tono es de tristeza.*”). There is an error in the use of capitalization in a title (“Ancestral”) and missing accent marks (“*título*”; “*época*”), but the errors do not render comprehension difficult. The response would have merited a higher score had it contained more varied and accurate language in support of the task.