
AP[®] Spanish Literature and Culture

Sample Student Responses and Scoring Commentary

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Question 1: Short Answer – Text Explanation

6 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.

Scoring Criteria: Content		
1	2	3
<p>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.</p> <ul style="list-style-type: none"> • Does not correctly identify the author and/or the period. • Attempts to explain the development of the theme in the text. • Does not adequately support response with textual evidence. <p>Scoring 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.</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. <p>Scoring 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.</p>	<p>The response correctly identifies the author and the period and effectively explains the development of the theme in the text.</p> <ul style="list-style-type: none"> • 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.
<p>0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task. A response that merely restates part or all of the prompt and/or stimulus receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.</p>		
<p>NR (No Response) – Page is blank. A response that receives a NR in content must also receive a NR in language.</p>		

Scoring Criteria: Language		
1	2	3
<p>Language usage is inappropriate to the task, inaccurate, or insufficient; the student’s use of language impedes the reader’s understanding of the response.</p> <ul style="list-style-type: none"> • 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 tenses, mood, 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. 	<p>Language usage is appropriate to the task and sometimes accurate; although the student’s use of language is somewhat limited, it supports the reader’s understanding of the response.</p> <ul style="list-style-type: none"> • 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; occasional errors in the use of verb tenses, mood, word order, or word formation do not detract from overall understanding. • There are some errors in conventions of written language (e.g., spelling, accent marks, punctuation), but they do not impede communication. 	<p>Language usage is appropriate to the task, generally accurate, and varied; the student’s use of language supports the reader’s understanding of the response.</p> <ul style="list-style-type: none"> • 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, mood, word order, and word formation are generally accurate. • There are very few errors in conventions of written language (e.g., spelling, accent marks, punctuation).
<p>0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task. A response that merely restates part or all of the prompt and/or stimulus receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.</p>		
<p>NR (No Response) – Page is blank. A response that receives a NR in content must also receive a NR in language.</p>		

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

En el poema "Hombres necios que acusáis" por Sor Juana Inés de la Cruz, escrito en la época Barroca, se ilustra el tema del sistema patriarcal.

En su poema, De la Cruz describe el sistema injusto hacia las mujeres: el sistema patriarcal. En la segunda estrofa, la autora se cuestiona porque los hombres quieren que las mujeres "obren bien... o si "las incitáis al mal?" Lo que dice De la Cruz es que los hombres quieren que las mujeres sean puras y inocentes, que tengan su virginidad y mujeres cristianas. Pero al mismo tiempo, los hombres incitan a las mujeres que no resistan al pecado carnal y hacer actos sexuales con los hombres. Al cuestionar esto, De la Cruz cuestiona lo injusto de el sistema patriarcal y como los hombres no se deciden + entre manteniendo la pureza de la mujer o quitandosela. Después en la tercera estrofa, explica De la Cruz que los hombres "combatís su resistencia..." y después dicen que "fue liviandad lo que hizo..." Aquí dice De la Cruz que los hombres hacen que las mujeres tengan relaciones sexuales aunque se resistan y cuando las mujeres hacen esto, todavía no están satisfechos los hombres. Describe lo injusto y el desbalanceo del poder entre ellos y como las mujeres nunca hacen lo correcto, en este caso, sistema patriarcal.

En su poema, escrita en la época oca, Sor Juana Inés De la Cruz critica y explica lo injusto que es el sistema patriarcal con ejemplos de la presión sexual de los hombres hacia las mujeres.

Question 1

Question 2

Question 3

Question 4



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

En su poema "Hombres necios que acusáis", Sor Juana Inés de la Cruz destaca ideas del sistema patriarcal durante el siglo XVI. De la Cruz empieza el poema inmediatamente acusando a los hombres por su hipocresía en decir "sin ver que sois la ocasión de lo mismo que culpáis". Muestra esa idea del sistema patriarcal por resaltar el hecho de que la de que culpan los mujeres es lo mismo que se permite hacer los hombres. Más tarde en el poema, De la Cruz cuestiona a los hombres, preguntándolos ¿qué quieren de las mujeres? Muestra el sistema patriarcal aún más por mostrar que los hombres no están contentos con cualquier cosa que hacen los mujeres.

Question 1 Question 2 Question 3 Question 4



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

En este poema, hay temas del sistema patriarcal que el autor comunicado. El obra comienza con contrastando los hombres con las mujeres en este época, con las líneas 1-2, "Hombres necios que acusáis a la mujer sin razón,". Aquí, el autor comunicado como hombres eran con mucho fuerte automatico, en este sociedad, pero las mujeres ^{son} sin este intelectualidad y necesitan trabajar para ~~el~~ el reconocimiento. Los expectativas que las mujeres combatan son muy diferente de que los problemas de hombres, y este autor uso un voz critical de que.

Question 1

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

Overview

Text Explanation is a short response question (not a fully developed essay) that required students to read a fragment or an entire selection from a work on the required reading list, identify the author and period of the text, and explain the development of a given theme in the text. 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 specified period. In this year’s exam, the selection was from the poem “*Hombres necios que acusáis*,” written by Sor Juana Inés de la Cruz in 1689. Students were asked to identify the author and the period, and to explain the development of the theme of the patriarchal system (*el sistema patriarcal*) in the work. The 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 (“*Sor Juana Inés de la Cruz*”) and the period (“*la época Barroca*”) and effectively explains the development of the theme of *el sistema patriarcal* in the text. The response develops the theme by highlighting Sor Juana’s critique of the injustice created by the double standard by which society judges women’s conduct (“*describe el sistema injusto hacía las mujeres: el sistema patriarcal*”; “*los hombres quieren que las mujeres sean puras y inocentes, que ... sean mujeres cristianas. Pero al mismo tiempo, los hombres incitan a las mujeres que no resistan el pecado carnal y hacer actos sexuales con los hombres*”; “*questiona lo injusto de el sistema patriarcal y como los hombres no se deciden entre manteniendo la pureza de la mujer o quitandosela*”). The response further explains how the patriarchal system creates unequal power relations between men and women (“*el desbalanceo del poder entre los generos*”). The response is supported with relevant evidence from the text (“*En la segunda estrofa*”; “*los hombres quieren que las mujeres ‘obren bien’*”; “*en la tercera estrofa, explica De la Cruz que los hombres ‘Combatís su resistencia...’ y después dicen que ‘fue liviandad lo que hizo...’*”; “*explica lo injusto que es el sistema patriarcal con ejemplos de la pression sexual de los hombres hacía las mujeres*”).

Language Score: 3

In this response language usage is appropriate to the task, generally accurate, and varied; the student’s use of language supports the reader’s understanding of the response. Vocabulary is varied and appropriate to the topic and work being discussed (“*ilústra*”; “*questiona*”; “*virginidad*”; “*carnal*”; “*pureza*”; “*satisfechos*”). The control of grammatical and syntactic structures is very good (“*se ilustra el tema del sistema patriarcal*”; “*critica y explica lo injusto que es el sistema patriarcal*”) in spite of a few errors (“*puras y inocentes*”; “*de el sistema patriarcal*”). Use of verb tenses, mood, word order, and word formation are generally accurate (“*quieren que las mujeres sean puras*”; “*hacen que las mujeres tengan relaciones sexuales*”). There are very few errors in conventions of written language, aside from some missing or misplaced accent marks (“*escritó*”; “*ilústra*”; “*hacia*”; “*incitan*”; “*quitandosela*”; “*después*”) and a few spelling errors (“*questiona*”; “*pression*”).

Sample: 1B

Content Score: 2

The response correctly identifies the author (“*Sor Juana Inés de la cruz*”) but not the period (“*el siglo XVI*”) and explains the development of the theme of *el sistema patriarcal* in the text (“*destaca ideas del sistema patriarcal*”; “*acusando a los hombres por su hipocracia*”; “*Muestra el sistema patriarcal aún más por mostrar que los hombres no están contentos con cualquier cosa que hacen los mujeres*”). Description and narration are present (“*questiona a los hombres, preguntándolos ¿qué quieren de las mujeres?*”) but do not outweigh explanation. The response is

Question 1 (continued)

supported by textual evidence (“*sin ver que sois la ocasión de lo mismo que culpáis*”; “*Más tarde en el poema*”), but it may not be clear or relevant (“*resaltar el hecho de que la de que culpan los mujeres es lo mismo que se permite hacer los hombres*”). If the response had accurately identified the period, if it had explained the theme more effectively, and if it had included clearer and more relevant examples, it would have received a higher score.

Language Score: 2

Language usage is appropriate to the task and sometimes accurate; although the student’s use of language is somewhat limited, it supports the reader’s understanding of the response. Vocabulary is appropriate to the topics being discussed but may limit the student’s ability to present relevant ideas (“*destaca*”; “*hipocracía*”; “*muestra*”; “*resaltar*”; “*preguntándolos*”). Control of grammatical and syntactic structures is adequate, but there are some errors (“*en decir*”; “*el hecho de que la de que culpan los mujeres*”; “*preguntándolos*”). Occasional errors in the use of verb tenses, mood, word order, or word formation do not detract from overall understanding (“*Muestra el sistema patriarcal aún más por mostrar*”; “*cualquier cosa que hacen*”). There are some errors in written conventions of the language, principally in spelling (“*patriarcal*”; “*imediatamente*”; “*hipocracía*”; “*questiona*”), but these do not impede communication.

Sample: 1C**Content Score: 1**

The response does not correctly identify either the author (“*el autor*”; “*este autor*”) or the period, nor does it successfully explain the development of the theme in the text. There is an attempted explanation of the theme of *el sistema patriarcal* (“*hay temas del sistema patriarcal*”; “*hombres eran con mucho fuerte*”; “*Los expectativas que las mujeres combatan son muy diferente de que los problemas de hombres*”); however, description and narration outweigh explanation. The response is not adequately supported with textual evidence (“*las mujeres son sin este intelectualidad y necesitan trabajar para el reconocimiento*”; “*este autor uso un voz citical de que*”). If the response had identified the author and the period, had explained the development of the theme of *el sistema patriarcal*, and had supported this explanation with examples from the text, it would have received a higher score.

Language Score: 1

In this response language usage is inappropriate to the task, inaccurate, and insufficient; language usage by the student impedes the reader’s understanding of the response. Vocabulary is insufficient or inappropriate to the topic and work being discussed; errors render comprehension difficult (“*intelectualidad*”; “*reconoción*”; “*expectaciones*”; “*citical*”). The control of grammatical and syntactic structures is inadequate; errors in verb tenses, mood, word order, or word formation are frequent and impede comprehension (“*el autor comunicado*”; “*El obra commienza con contrastando*”; “*este época*”; “*hombres eran con mucho fuerte automatico*”; “*este sociedad*”; “*trabajar para el reconoción*”; “*Los expectativas que las mujeres combatan son muy diferente de que los problemas de hombres*”; “*este autor uso un voz citical de que*”). There are frequent errors in written convention of language, especially in spelling (“*comunicado*”; “*commienza*”; “*necessitan*”; “*diferente*”) and the use of accent marks (“*lineas*”; “*Aqui*”; “*uso*”; “*como*”).