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AP[®]

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AP[®] Spanish Literature and Culture

Sample Student Responses and Scoring Commentary

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Question 2: Short Answer – Text and Art Comparison

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 attempts to compare the theme in the works and/or attempts to relate the theme to the specified period, movement, literary genre, or technique; description outweighs comparison; irrelevant comments may predominate.</p> <ul style="list-style-type: none"> • Attempts to compare the theme in the works, yet the response is incomplete or insufficient. • Attempts to relate the theme of the text and artwork to the specified period, movement, literary genre, or technique, yet the response is incomplete or insufficient. • Does not provide supporting evidence from both works. <p>Scoring note: A response that discusses the theme only in the text or the artwork, or a response that only discusses the specified period, movement, literary genre, or technique cannot receive a score higher than 1.</p>	<p>The response compares the theme in the works and relates the theme to the specified period, movement, literary genre, or technique; description outweighs comparison.</p> <ul style="list-style-type: none"> • Compares the theme in the works, but description of the elements of both works outweighs comparison. • Relates the theme of the text and artwork to the specified period, movement, literary genre, or technique, but the connection among these elements may not be clear. • Supports response with evidence from both texts, but evidence may not be clear or relevant. <p>Scoring note: If the response does not relate the theme to the specified period, movement, literary genre, or technique, the comparison of the theme between the text and the artwork must be effective to earn a score of 2.</p>	<p>The response effectively compares the theme in the works and relates the theme of the text and the artwork to the specified period, movement, literary genre, or technique.</p> <ul style="list-style-type: none"> • Effectively compares the theme in the works. • Effectively relates the theme of the text and artwork to the specified period, movement, literary genre, or technique. • Supports response with relevant evidence from both works.
<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 stimuli 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 stimuli 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 la obra "La casa de Bernarda Alba" escrita en la época del vanguardismo, hay una falta de comunicación entre las hermanas y la infancia. Adela decide ir con sus hermanas y la pancia sospecha algo. La pancia dice, "Esta tiene algo. La encuentro sin sosiego, temblona, asustada como si tuviese un lugar entre los sospechosos." Pancia ve a Adela estresada y abnormal. Adela quiere esconder la razón por su estrés. Adela está secretamente viéndose con el novio de su hermana Angustias y por eso está comportándose raramente. La obra representa una desunión entre la familia igual como España en la primera mitad del siglo XX cuando acababan de entrar en una guerra civil.

La pintura "La intertalia" por Ángeles Santos es caracterizada por cuatro mujeres que parecen tener alguna relación pero ninguna está poniendo atención a la otra. Todas las mujeres están mirando hacia otro lado o parecen desinteresadas por la gente a su alrededor. Esta característica de la intertalia se debe relacionar con la falta de comunicación entre las hermanas en "La casa de Bernarda Alba." Esta pintura también puede ser comparada a la guerra civil española a principios del siglo XX. La obra destaca la desigualdad y desinterés de las mujeres. Las dos obras son una reflexión del estado político de España en el comienzo del siglo XX.

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.

La Falta de comunicación en el obra "La casa de Bernarda Alba" es cuando los niñas pueden discutir sobre su papá, hombres y también cuando Adela está enamorado con el novio de su hermana. La pintura también representa la Falta de comunicación porque los mujeres que están en la pintura no están hablando, no miran feliz, y miran distante y aburidas. Estas dos obras son similares a España en el siglo XX porque son deprevida de la vida y poder que tenían. En el primer mitad del siglo XX España perdió sus colonias estaban perdiendo su poder por falta de comunicación y en España, la obra y el arte perdieron el vida y su poder.

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.

La obra tanto como la ilustración conectan muy bien se
mita como pudieran estar todas así hablando el uno a la otra
tratando de ver que más pueden sacar de unas a las otras.
Se puede mirar la tensión en la ilustración de un tipo de
senario como este desde una esta a su manera y todo lo demás
no importa porque por ella se siente así y punto.

Question 2

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

Overview

Text and Art Comparison is a short response question (not a fully developed essay) that requires students to compare a text or an excerpt of a text from the required reading list to a work of art (e.g., a painting, photograph, sculpture, or drawing) related by theme to the text. The response requires that students compare how a particular theme is represented in both the literary text and the image in relation to a specified period, movement, literary genre, or technique and to support their responses with relevant examples from both works. This year’s exam included a fragment from the play *La casa de Bernarda Alba* by Federico García Lorca (1936) and the artwork *La tertulia* by Ángeles Santos (1929). Students were asked to write a short response comparing the representation of communication or lack of communication (*la comunicación o falta de comunicación*) in these two works in relation to the first half of the 20th century in Spain (*la España de la primera mitad del siglo XX*). The students were asked to write their short response in Spanish to demonstrate their proficiency in Presentational Writing in the target language.

Sample: 2A

Content Score: 3

This response effectively compares the theme of *la comunicación o falta de comunicación* in the works and relates the theme of the text and the artwork to the specified period of *la España de la primera mitad del siglo XX*. The response effectively compares the theme in the works (“*En la obra ‘La casa de Bernarda Alba’ escrita en la época del vanguardismo, hay una falta de comunicación entre las hermanas y la poncia*”; “*La pintura ‘La tertulia’ por Ángeles Santos es caracterizada por cuatro mujeres que parecen tener alguna relación pero ninguna esta poniendo atención a la otra ... Esta caracterización se puede relacionar con la falta de comunicación entre las hermanas en ‘La casa de Bernarda alba’*”). The response also effectively relates the theme of the text and the artwork to the period (“*La obra representa una desunion entre la familia igual como España en la primera mitad del siglo XX cuando acaban de entrar en una guerra civil*”; “*Esta pintura también puede ser comparada a la guerra civil española*”; “*Las dos obras son una reflexión del estado político de España en el comienzo del siglo XX*”). The response supports the development of the theme with relevant evidence from both works (“*Adela decide no ir con sus hermanas y la poncia sospecha algo. La poncia dice, ‘Esta tiene algo. La encuentro sin sosiego, temblona, asustada como si tuviese una lagartija entre los pechos’*”; “*Todas las mujeres estan mirando hacia otro lado o parecen desinteresadas por la gente a su alrededor. Esta caracterización se puede relacionar con la falta de comunicación con las hermanas en ‘La casa de Bernarda alba’*”).

Language Score: 3

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. The response contains vocabulary that is varied and appropriate to the topic or works being discussed (“*hay una falta de comunicación*”; “*estresada*”; “*secretamente*”; “*destaca la desigualdad*”). Control of grammatical and syntactic structures is very good (“*Adela quiere esconder la razón por su stress*”); the use of verb tenses, mood, word order, and word formation are generally accurate (“*La obra representa una desunión entre la familia igual como España en la primera mitad del siglo XX*”; “*Esta pintura también puede ser comparada a la guerra civil*”). The conventions of written language support the reader’s understanding of the response in spite of a few errors in spelling (“*estress*”; “*caractizada*”; “*reflección*”), the use of capitalization with proper names (“*poncia*”; “*adela*”), and a few misplaced accent or missing accents (“*novío*”; “*viendose*”; “*comportandose*”; “*desunion*”; “*estan*”; “*desinteres*”).

Question 2 (continued)

Sample: 2B

Content Score: 2

The response compares the theme of *la comunicación o falta de comunicación* in the works and relates the theme to the specified period of *la España de la primera mitad del siglo XX*; however, description outweighs comparison. The response compares the theme in the works (“*La falta de comunicación en el obra ‘La casa de Bernarda Alba’ es presente cuando los niñas no pueden discutir sobre su papá*”; “*La pintura tambien representa la falta de comunicación porque los mujeres que estan en la pintura no están hablando*”) but, description of the elements of both works predominates. The response relates the theme of the text and the artwork to the specific period (“*Estos dos obras son similares a España en el siglo XX porque son deprevida de la vida y poder que tenian*”); however, the connection among these elements is not clear (“*En el primer mitad del siglo XX España perdio sus colonias estaban perdiendo su poder por falta de comunicación*”). The response is supported with evidence from both texts, but the evidence is not clear (“*no pueden discutir sobre su papá, hombres y tambien cuando Adela esta enamorado con el novio de su hermana*”; “*Los mujeres que estan en la pintura no están hablando, no miran feliz, y miran distante y aburidas*”). If the response had compared the theme in the works more effectively, had made clearer the connection between the works and the specified period, and had provided relevant evidence, it would have received a higher score.

Language Score: 2

Language usage is appropriate to the task and sometimes accurate; although language use is somewhat limited, it supports the reader’s understanding of the response. Vocabulary is appropriate to the topic or works being discussed but limits the student’s ability to present relevant ideas (“*no miran feliz*”; “*deprevida de la vida*”). Control of grammatical and syntactic structures is adequate in spite of some errors of agreement (“*los niñas*”; “*Los mujeres*”; “*Estos dos obras*”; “*el primer mitad*”; “*el vida*”), and incorrect use of prepositions (“*Adela esta enamorado con el*”). There are some errors in conventions of written language, including spelling (“*discurtir*”; “*aburidas*”; “*deprevida*”), some missing accents (“*tambien*”; “*esta enamorado*”; “*estan*”; “*tenian*”; “*perdio*”), and missing punctuation (“*perdio sus colonias estaban perdiendo su poder*”), but these do not impede communication.

Sample: 2C

Content Score: 1

The response attempts to compare the theme of *la comunicación o falta de comunicación* in the works, yet the effort is insufficient. Description outweighs comparison; irrelevant comments predominate (“*La obra tanto como la ilustracion conectan muy bien se mira como Pudieran estar todas ay Hablandoce*”; “*un tipo de senario como este donde una esta a su manera y todo lo demas no importa porque pos ella se siente asi y punto*”). The response does not relate the theme of the text or the artwork to the specified period of *la España de la primera mitad del siglo XX*. The response does not provide supporting evidence from both works (“*Hablandoce el uno a la otra tratando de ber que mas Pueden sacar*”; “*Se Puede mirar la tencion en la ilustracion*”). This response would have received a higher score if the student had compared the theme in both works, had related the theme of the text and artwork to the specified period, and had supported the response with relevant evidence from both works.

Language Score: 1

Language usage is inappropriate to the task, inaccurate, or insufficient; the student’s use of language impedes the reader’s understanding of the response. Vocabulary is insufficient or inappropriate to the topic and works being discussed; errors render comprehension difficult (“*ay Hablandoce*”; “*de ber*”; “*se puede mirar la tencion*”; “*de un tipo de senario*”). Control of grammatical and syntactic structures is inadequate; errors in verb tenses, mood, word order, or word formation are frequent and impede comprehension (“*y todo lo demas no importa Porque Pos ella se siente asi*”). There are frequent errors in spelling (“*ay*”; “*ber*”; “*tencion*”), the use of

Question 2 (continued)

capitalization (“*como Pudieran*”; “*ay Hablandoce*”; “*Se Puede*”), and missing accents (“*ilustracion*”; “*que mas Pueden*”; “*asi*”) that impede communication.