

## Chief Reader Report on Student Responses: 2021 AP<sup>®</sup> Spanish Literature and Culture Free-Response Questions

• Number of Students Scored	21,796			
• Number of Readers	214			
• Score Distribution	Exam Score	N	%At	
	5	1,703	7.8	
	4	4,532	20.8	
	3	7,911	36.3	
	2	5,549	25.5	
	1	2,101	9.6	
• Global Mean	2.92			

The following comments on the 2021 free-response questions for AP<sup>®</sup> Spanish Literature and Culture were written by the Chief Reader, María Nereida Segura-Rico, Clinical Lecturer, Iona College. 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:** Text Explanation**Topic:** Identify the author and period of the poem “*Hombres necios que acusáis,*” then explain the development of the theme of the patriarchal system within the work.**Max. Points:** 3**Mean Score: Content:** 1.99**Language:** 2.25***What were the responses to this question expected to demonstrate?***

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.

***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?***

A successful response correctly identified the author, situated the poem within the context of the 17th century, and explained the development of the theme of the patriarchal system with relevant examples from the text. Strong responses focused on the lack of options for women who were unfairly judged by men when they behaved in ways that men demanded.

***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>• Incorrect identification of the author and/or the period.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct identification of author and period.</li> </ul>
<ul style="list-style-type: none"> <li>• Misunderstanding of the theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Responses demonstrate an understanding of the theme.</li> </ul>
<ul style="list-style-type: none"> <li>• Ineffective explanation of the development of the theme in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective explanation of the theme supported by using relevant language/vocabulary.</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to respond to all the elements of the prompt.</li> </ul>	<ul style="list-style-type: none"> <li>• Responses effectively address all the elements in the prompt.</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of knowledge of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Responses demonstrate an effective knowledge of the text in connection to the development of the theme.</li> </ul>

<ul style="list-style-type: none"> <li>• Presence of unclear and/or irrelevant evidence to explain the development of the theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of relevant evidence from the excerpt and/or the entire poem to support explanation of the theme.</li> </ul>
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**Based on your experience at the AP<sup>®</sup> Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?**

- Review periodically with students the author and period of each of the works in the required reading list. Encourage students to use flashcards or study apps such as Quizlet to facilitate the learning of this basic information.
- Help students situate the works within their historical and cultural context by providing key elements of identification of the historical periods and cultural movements.
- Make sure students understand what it means to explain the development of a theme in a given text.
- Work with students to identify a theme in a given text and to effectively write an explanation of the development of the theme in the text.
- Similarly, work with students to guide them in selecting relevant evidence from a text and in integrating those textual references and quotations into their response to support the explanation of a theme.
- Practice with students writing responses under the same conditions and constraints as those of the AP exam.
- Help students become familiar with the course themes and subthemes as organizing concepts for the course and exam.

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

- Teachers should be thoroughly familiar with the expectations for this first free-response question. They can access information about it in the Spanish Literature and Culture Course and Exam Description on page 182: <https://apcentral.collegeboard.org/pdf/ap-spanish-literature-and-culture-course-and-exam-description.pdf>
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP Spanish Literature and Culture within AP Classroom. These resources include formative and summative assessment items for every unit of the course that represent each of the types of questions on the AP Exam. This includes practice FRQs for teachers to use as formative assessment pieces beginning with scaffolded questions that represent what students are ready for at the beginning of the school year and questions of an increasingly challenging level as teachers progress through the course: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/course>
- Through AP Classroom teachers can access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access Text Explanation questions from previous exams. Teachers can also access three practice exams aligned to the 2021 Exam in the AP Question Bank, which provide additional practice for Text Explanation questions and can be scored using the provided scoring guidelines.
- Teachers can view the online module for AP Spanish Literature and Culture that provides strategies to help improve students' skills in critical reading and analytical writing. This module, Developing Students' Abilities in Critical Reading and Literary Analysis, by Ceida Fernández Figueroa, is presented in Spanish and contains sample exam tasks for classroom practice: <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules?course=ap-spanish-literature-and-culture>
- Teachers can access the scoring guidelines on the exam information page and carefully review them with their students so that students will understand performance expectations and the evaluative criteria for each score point. <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam>
- Teachers can access some of the student samples of Free-Response Question 1 from 2013–2021 posted on the exam information page and review them along with the scoring guidelines with students. This will help students see how the scoring guidelines are applied and understand the characteristics of high, mid, and low performances. <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam>
- Teachers can access the remaining samples of Free-Response Question 1 from 2013–2021 that are posted on the exam information page and use these to practice this question with their students. Before having students

practice this task for the first time, teachers should carefully review the instructions, have students read and explain what the task entails, and then require students to check off each of the three components of the task once they have completed each in their response. Teachers can then use the scoring guidelines to score students' responses and provide feedback to students on how to improve their work to possibly move it up into the next higher score category. <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam>

**Question #2****Task:** Text and Art Comparison**Topic:** Compare the representation of communication or lack of communication in the excerpt of *La casa de Bernarda Alba* by Federico García Lorca and the painting *La tertulia* by Ángeles Santos in relation to the first half of the 20th century in Spain.**Max. Points:** 3**Mean Score: Content:** 2.00  
**Language:** 2.41***What were the responses to this question expected to demonstrate?***

Text and Art Comparison is a short response question (not a fully developed essay) that required 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 required 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.

***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?***

Successful responses effectively compared the theme in both works with well-chosen evidence from the fragment and the painting and connected the comparison to the specified time period. In the thematic comparison, appropriate responses referred both to the dialogue in the play and to the proximity of the figures in the painting as deceptively creating the illusion of communication, depicting, instead, a lack of communication. The most successful responses effectively linked the lack of connection among the sisters in the play to the lack of interest in others that the women in the painting exhibit through the absence of eye contact. Effective responses pointed to the relationship among the sisters, focusing on how their conversation was constrained due to animosity, frustrations, gossiping, or envy and drew a comparison with the posture and gestures of the women in the painting, who also seemed uncomfortable. Responses were able to make connections to the first half of the 20th century in Spain by pointing to a political situation that strived for unity in the face of deep social unrest before the Civil War. Appropriate responses also referred to a social context in which women had limited roles.

***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>Explanation of a theme not clearly connected with the prompt.</li> </ul>	<ul style="list-style-type: none"> <li>Successful responses demonstrated understanding of the theme of communication or lack of communication.</li> </ul>

<ul style="list-style-type: none"> <li>Lack of explanation of the theme, providing instead a summary of the play, biography of the author, or historical events.</li> </ul>	
<ul style="list-style-type: none"> <li>Comparing the two works without explaining the development of the theme (<i>comunicación o falta de comunicación</i>).</li> <li>Detailing characteristics of the text vis-à-vis the visual characteristics of the painting without comparing the works.</li> <li>Only comparing the authors and publication dates.</li> </ul>	<ul style="list-style-type: none"> <li>Strong responses effectively compared the theme in the fragment of the play and in the painting and discussed both works in a balanced way.</li> </ul>
<ul style="list-style-type: none"> <li>Comparing the theme in the works without relating it to the period (very common).</li> </ul>	<ul style="list-style-type: none"> <li>Responses productively situated the works within the historical context connecting the theme to the period.</li> </ul>
<ul style="list-style-type: none"> <li>Misinterpreting the picture by not clearly identifying the elements of its composition.</li> <li>Lack of knowledge of the drama and/or the period.</li> </ul>	<ul style="list-style-type: none"> <li>Responses demonstrate a knowledge of the play and an effective interpretation of the work of art in connection to the theme and the specified period.</li> </ul>
<ul style="list-style-type: none"> <li>Lack of differentiation between a short response and an essay.</li> </ul>	<ul style="list-style-type: none"> <li>Responses effectively address all the tasks specified in the prompt without developing their explanation into a full-fledged essay.</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 the student performance on the exam?**

- Prepare students to write a response that addresses all aspects of the prompt, understanding the difference between a short response and an essay.
- Show students examples of good responses and discuss their characteristics, focusing on comparative/transitional conjunctions/phrases and how to connect the theme to the specified period, movement, literary genre, or technique.
- Give students the opportunity to practice writing a response with time constraints (10 minutes, 5 minutes for reading and planning).
- Explain to students that when there are two possible themes such as “*la comunicacion*” or “*la falta de comunicaci3n*,” there is no need to use both and that they should just choose the one that best fits the evidence selected.
- Explain to students that they can either compare or contrast, with no need to do both, in order to develop a cohesive and coherent short response.
- Stress the importance of providing clear evidence from the works in order to support the comparison or contrast.
- Expose students to works of art and teach them how to analyze them in connection to the works studied in the mandatory reading list for the course.

- Remind students to use the prompt to organize the comparison, focusing on what they are being asked to do rather than trying to write about everything they have learned including information that does not pertain to the question.

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

- Teachers should be aware of the expectations/requirements for this question and should share them with students. A brief description of this question is found on page 182 in the AP Spanish Literature and Culture Course and Exam Description: <https://apcentral.collegeboard.org/pdf/ap-spanish-literature-and-culture-course-and-exam-description.pdf>
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP Spanish Literature and Culture within AP Classroom. These resources include formative and summative assessment items for every unit of the course that represent each of the types of questions on the AP Exam. This includes practice FRQs for teachers to use as formative assessment pieces beginning with scaffolded questions that represent what students are ready for at the beginning of the school year and questions of an increasingly challenging level as teachers progress through the course: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/course>
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- Teachers can download and distribute to students the Glossary of Literary Terms for AP Spanish Literature and Culture available as a PDF. This resource provides definitions of all the literary terms in the course and exam description and provides examples of each taken from one or more of the works on the required reading list. Regular use of this resource will strengthen students' understanding of literary terms, movements, techniques, and genres. <https://apcentral.collegeboard.org/pdf/ap-spanish-literature-glossary-of-literary-terms.pdf?course=ap%20spanish-literature-and-culture>
- Teachers can access the scoring guidelines on the exam information page and carefully review them with students so that students will understand the expectations for performance and the evaluative criteria for each score point. <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>
- Teachers can access some of the student samples of Free-Response Question 2 from 2013–2021 posted on the exam information page and review the scoring guidelines with students so that students can see examples of student work and understand the characteristics of high, mid, and low performances. Teachers should share the provided scoring commentaries for each sample after students have reviewed and tried to determine its score based on the scoring guidelines. <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>
- Teachers can access the remaining samples of Free-Response Question 2 from 2013–2021 that are posted on the exam information page and use these to practice this question with students. Before having students practice the first time, teachers should carefully review the instructions, have students read and explain what the question entails, and require students to check off each of the components of the task once they have completed each in their response. Teachers can then use the scoring guidelines to score responses and provide feedback to students so they understand how to improve their work. <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>

**Question #3****Task:** Analysis of a Single Text**Topic:** Analyze how the fragment of the short story “*La siesta del martes*” represents the characteristics of the realist short story and the sociocultural context of Latin America in the second half of the 20th century.**Max. Points:** 5**Mean Score: Content:** 2.93  
**Language:** 3.32***What were the responses to this question expected to demonstrate?***

Analysis of Single Text is a question that required that students write a coherent and well-organized essay analyzing how the text, which is part of the reading list, represents both the specified period, movement, literary genre, or technique and the given cultural context. In this year’s exam, students were required to analyze how Gabriel García Márquez’s “*La siesta del martes*” represents the characteristics of the realist short story (el cuento realista) and the (socio)cultural context of Latin America in the second half of the 20th century (Hispanoamérica de la segunda mitad del siglo XX). Students were also asked to comment on the literary devices relevant to the realist short story and to include examples from the text to support their analyses. The students were asked to write their essays in Spanish to demonstrate their proficiency in Presentational Writing in the target language in support of literary analysis.

***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?***

Successful responses used the title and the fragment to identify the cultural practice of the *siesta* to elaborate their response. Effective responses discussed poverty and class differences in the story to address the social context of Latin America in the second half of the 20th century and often pointed to power differences in relation to both gender and the Catholic Church. These essays also clearly analyzed how the text represents the realist short story by identifying and analyzing literary devices that demonstrate the attributes of such a type of narrative and by integrating well-chosen examples. These responses accomplished all these tasks in a well-developed essay that included a clear statement of purpose, well-structured paragraphs, and a strong conclusion that summarized the response’s key ideas.

***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>Limited analysis of the realist short story beyond its objective to depict reality as is, describing instead the elements within the fragment (the heat, the <i>siesta</i>, the closed business, the family, the Church).</li> </ul>	<ul style="list-style-type: none"> <li>Effective analysis of how the text represents the characteristics of the realist short story.</li> </ul>
<ul style="list-style-type: none"> <li>Literary devices that were misapplied: personification, metaphor, hyperbole.</li> </ul>	<ul style="list-style-type: none"> <li>Successful responses integrate effective analysis of literary devices in a prose text, such as third-person narrator, dialogue, detailed description, sensory images, enumeration, and asyndeton.</li> </ul>

<ul style="list-style-type: none"> <li>• “<i>Pueblo</i>” as a collective noun (“people”), which led many to use personification and metaphor as a literary device.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate responses demonstrate understanding of the word “<i>pueblo</i>,” which supports effective thematic analysis.</li> </ul>
<ul style="list-style-type: none"> <li>• Application of magical realism to the text (believing that “<i>el pueblo flotaba en el calor</i>” was an example of magical realism).</li> </ul>	<ul style="list-style-type: none"> <li>• Strong responses demonstrate knowledge of the difference between realism and magical realism.</li> </ul>
<ul style="list-style-type: none"> <li>• Confusion between “<i>padre</i>” as priest/ Pope and father.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge that “<i>padre</i>” in the context of the story refers to a priest.</li> </ul>
<ul style="list-style-type: none"> <li>• Believing the context of the story is Spain because it talks about the <i>siesta</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies Latin America or Colombia as the context of the story.</li> </ul>
<ul style="list-style-type: none"> <li>• Believing that the story occurs on the 13th because of the cultural belief that Tuesday the 13th is a day of bad luck.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not assume that the story takes place on Tuesday the 13th.</li> </ul>
<ul style="list-style-type: none"> <li>• Numerous errors in writing conventions, especially in the use of accent marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate use of writing conventions.</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 the student performance on the exam?**

- Stress the different elements of the prompt that students must address, practicing with them how to include all those elements in their essays.
- Emphasize the sociocultural context of each of the works in the mandatory reading list for the course, calling attention to the cultural diversity of the Spanish-speaking world.
- Ask students to identify in the different works the characteristics of a literary movement, genre, or technique associated with that particular text and teach them how to develop an analysis of those characteristics by integrating well-chosen examples from the text.
- Practice with students how to identify and use literary devices to support thematic literary analysis, differentiating the literary devices that are more effectively applied to analysis of poetry from the ones that are more appropriately used for narrative.
- Make sure students understand the difference between analyzing, explaining, and describing.
- Teach students how to write an effective thesis statement that helps organize the main points of the argument, and a conclusion.
- Help students identify and practice transitional phrases and cohesive devices to connect all the elements of the essay.

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

- Teachers should be aware of the expectations/requirements for this question and should share them with students. A brief description of this question is found on page 182 in the AP Spanish Literature and Culture Course and Exam Description: <https://apcentral.collegeboard.org/pdf/ap-spanish-literature-and-culture-course-and-exam-description.pdf>

- Teachers should become familiar with all the online resources available to support instruction and assessment for AP Spanish Literature and Culture within AP Classroom. These resources include formative and summative assessment items for every unit of the course that represent each of the types of questions on the AP Exam. This includes practice FRQs for teachers to use as formative assessment pieces beginning with scaffolded questions that represent what students are ready for at the beginning of the school year and questions of an increasingly challenging level as teachers progress through the course: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/course>
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- View the AP World Languages and Cultures Online Module, Building Students' Skills in Developing Effective Written Arguments, for guidance on how to help students craft more effective, concise, and organized arguments in presentational writing. <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules?course=ap-spanish-literature-and-culture>
- Teachers can download and distribute to students the Glossary of Literary Terms for AP Spanish Literature and Culture available as a PDF. This resource provides definitions of all the literary terms in the course and exam description and provides examples of each one taken from one or more of the works on the required reading list. Regular use of this resource will strengthen students' understanding of literary terms, movements, techniques, and genres. <https://apcentral.collegeboard.org/pdf/ap-spanishliteratureglossaryofliteraryterms.pdf?course=ap%20spanish-literature-and-culture>
- Teachers can access the scoring guidelines on the exam information page and carefully review them with students, so that they understand the expectations for performance and the evaluative criteria for each score point for this task. <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>
- Teachers can access some of the student samples of Free-Response Question 3 from 2013–2021 posted on the Exam Information page (<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>) and review them alongside the scoring guidelines with students so that they can understand the characteristics of high, mid, and low performances. Teachers can share the provided scoring commentaries for each sample after they have reviewed each sample and tried to determine its score based on the scoring guidelines.
- Teachers can access the remaining samples of Free-Response Question 3 from 2013–2021 that are posted on the exam information page and use these to practice this question with their students throughout the year. Before having students practice this task the first time, teachers should carefully review the instructions, have students read and explain what the question entails, and then require students to check off each of the elements of the task once they have completed each in their essays. <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>

**Question #4****Task:** Text Comparison**Topic:** Analyze the effect of literary devices used to develop the theme of disillusion in “*Rima LIII*” by Gustavo Adolfo Bécquer and in “*Introducción [a El estío]*” by José Selgas y Carrasco, comparing thematic development in the two poems.**Max. Points:** 5**Mean Score: Content:** 3.02**Language:** 3.38**What were the responses to this question expected to demonstrate?**

Text Comparison is a question that required that students write a coherent and well-organized essay comparing two thematically related literary texts (or fragments of texts), one on the reading list and one new, not on the required reading list. Students were asked to analyze the effect of the literary devices employed by the authors to develop a particular theme. The analysis should be comparative in nature and should be supported by specific examples from both texts. In this year’s exam, the two texts were poems, “*Rima LIII*” by Gustavo Adolfo Bécquer (1871) (on the required list) and “*Introducción [a El estío]*” by José Selgas y Carrasco (1882) (not on the list). Students were asked to analyze the effect of literary devices used by both authors to develop the theme of disillusion (la desilusión) and to compare the presentation of the theme in the two poems, including relevant examples from the poems. The students were asked to write their essays in Spanish to demonstrate their proficiency in Presentational Writing in the target language in support of literary analysis.

**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?**

Successful essays effectively compared how both poems developed the theme of disillusion. Strong responses focused on how both poems present the loss of love and the disillusionment that stems from such loss and supported the analysis with clear examples from the texts. In these responses, students effectively analyzed relevant literary devices such as anaphora, repetition, and parallelism to support their thematic argument in a well-developed essay.

**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>• Misinterpretation of the word “<i>desilusión</i>” (wrong identification with the English word “illusion”).</li> <li>• Misunderstanding of the symbolism of nature to express loss.</li> <li>• Misinterpretation of the theme of disillusion as <i>carpe diem</i> or <i>memento mori</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful essays demonstrated understanding of the theme and effectively compared the development of the theme of disillusion in both texts.</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of identification of literary devices.</li> <li>• List of literary devices without analysis of them.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively analyzed literary devices with clear examples from the texts.</li> </ul>

<ul style="list-style-type: none"> <li>• Misinterpretation of the references to nature as Naturalism.</li> <li>• Mistakenly situating the theme, and the poems, within the Baroque movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful essays focused on the characteristics of the Romantic movement.</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of introduction (thesis), well-organized development of the argument with evidence from both texts, and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective responses developed coherent essays with clear examples from the texts.</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 the student performance on the exam?**

- Train students to underline the number of tasks required by the prompt and circle the theme that they are asked to analyze.
- Teach students to contextualize the texts and to situate them within their appropriate sociocultural contexts and literary movements.
- Practice with students how to identify literary devices in any given text and how to analyze those devices to support comparative analysis of the development of the theme.
- Teach students how to integrate well-chosen examples in their essays to support their comparison of the theme and analysis of literary devices, avoiding anecdotal summary and/or description.
- Help students develop and use appropriate cohesive devices and transitional phrases to compare and contrast and to write an essay with a logical progression of ideas.
- Teach students how to write an effective thesis statement that helps organize the comparative analysis, and a conclusion.

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

- Teachers should be aware of the expectations/requirements for this question and should share them with students. A brief description of this question is found on page 182 in the AP Spanish Literature and Culture Course and Exam Description: <https://apcentral.collegeboard.org/pdf/ap-spanish-literature-and-culture-course-and-exam-description.pdf>
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP Spanish Literature and Culture within AP Classroom. These resources include formative and summative assessment items for every unit of the course that represent each of the types of questions on the AP Exam. This includes practice FRQs for teachers to use as formative assessment pieces beginning with scaffolded questions that represent what students are ready for at the beginning of the school year and questions of an increasingly challenging level as teachers progress through the course: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/course>
- Through AP Classroom teachers can access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access Text Comparison questions from previous exams. Teachers can also access three practice exams aligned to the 2021 Exam in the AP Question Bank, which provide additional practice for Text Comparison questions and can be scored using the provided scoring guidelines.
- Teachers can view the online module for AP Spanish Literature and Culture that provides strategies on improving students' skills in critical reading and analytical writing. This module, Developing Students' Abilities in Critical Reading and Analytical Writing, is presented in Spanish and contains sample exam tasks for classroom practice: <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules?course=ap-spanish-literature-and-culture>
- View the AP World Languages and Cultures Online Module, Building Students' Skills in Developing Effective Written Arguments, for guidance on how to help students craft more effective, concise, and organized

arguments in Presentational Writing. <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules?course=ap-spanish-literature-and-culture>

- Teachers can download and distribute to students the Glossary of Literary Terms for AP Spanish Literature and Culture available as a PDF here: <https://apcentral.collegeboard.org/pdf/ap-spanishliteratureglossaryofliteraryterms.pdf?course=ap%20spanish-literature-and-culture>. This resource provides definitions of all the literary terms in the course and exam description and provides examples of each one taken from one or more of the works on the required reading list. Regular use of this resource will strengthen students' understanding of literary terms, movements, techniques, and genres.
- Teachers can access the scoring guidelines on the exam information page and carefully review these so that students will understand the expectations for performance and evaluative criteria for each score point. <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>
- Teachers can access some of the student samples of Free-Response Question 4 from 2013–2021 posted on the exam information page and review them along with the scoring guidelines so that students can see examples of student work and understand the characteristics of high, mid, and low performances. Teachers can share the provided scoring commentaries for each sample with the students after they have reviewed each sample and tried to determine its score based on the scoring guidelines. <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>
- Teachers can access the remaining samples of Free-Response Question 4 from 2013–2021 that are posted on the exam information page and use these throughout the year to practice this question with their students. Before having students practice the first time, teachers should carefully review the instructions, have students read and explain what the question entails, and then require students to check off each of the elements once they have completed each in their response. Teachers can then use the scoring guidelines to score students' responses and provide feedback to students as to how to improve their work. <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>