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# AP<sup>®</sup> Spanish Literature and Culture

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Free-Response Question 1**

- Scoring Guidelines**
- Student Samples**
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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><b>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.</b></p> <ul style="list-style-type: none"> <li>• Does not correctly identify the author and/or the period.</li> <li>• Attempts to explain the development of the theme in the text.</li> <li>• Does not adequately support response with textual evidence.</li> </ul> <p><b>Scoring note:</b> 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><b>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.</b></p> <ul style="list-style-type: none"> <li>• Identifies either the author or the period correctly.</li> <li>• Explains the development of the theme in the text.</li> <li>• Supports response with evidence from the text, but evidence may not be clear or relevant.</li> </ul> <p><b>Scoring note:</b> 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><b>The response correctly identifies the author and the period and effectively explains the development of the theme in the text.</b></p> <ul style="list-style-type: none"> <li>• Identifies the author and the period correctly.</li> <li>• Effectively explains the development of the theme in the text.</li> <li>• Supports response with relevant evidence from the text.</li> </ul>
<p><b>0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.</b> 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><b>NR (No Response)—Page is blank.</b> A response that receives a NR in content must also receive a NR in language.</p>		

## Scoring Criteria: Language

1	2	3
<p><b>Language usage is inappropriate to the task, inaccurate, or insufficient; the student’s use of language impedes the reader’s understanding of the response.</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is insufficient or inappropriate to the topics or works being discussed; errors render comprehension difficult.</li> <li>• Control of grammatical and syntactic structures is inadequate; errors in verb tenses, mood, word order, or word formation are frequent and impede comprehension.</li> <li>• There are frequent errors in conventions of written language (e.g., spelling, accent marks, punctuation) that impede communication.</li> </ul>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is appropriate to the topics or works being discussed but may limit the student’s ability to present relevant ideas.</li> <li>• 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.</li> <li>• There are some errors in conventions of written language (e.g., spelling, accent marks, punctuation), but they do not impede communication.</li> </ul>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is varied and appropriate to the topic or works being discussed.</li> <li>• 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.</li> <li>• There are very few errors in conventions of written language (e.g., spelling, accent marks, punctuation).</li> </ul>

**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.

**NR (No Response)—Page is blank.**

A response that receives a NR in content must also receive a NR in language.

Question 1 included a fragment of “**Mi caballo mago,**” by Sabine Ulibarrí, which is part of the required course reading list. Students were asked to write a short response in which they **identify both the author and the period** and explain the development of **the theme of la relación entre el tiempo y el espacio in the text.**

<b>Scoring Notes: Content</b>		
Below are some of the acceptable ways responses identify author and period and address the theme in the text. This list is not exhaustive.		
<p><b>Author:</b></p> <ul style="list-style-type: none"> <li>• Sabine Ulibarrí</li> <li>• Ulibarrí</li> </ul>	<p><b>Period:</b></p> <ul style="list-style-type: none"> <li>• 1964</li> <li>• Siglo XX</li> <li>• Segunda mitad del siglo XX</li> <li>• Medios del siglo XX</li> <li>• Inicios de la literatura chicana del siglo XX</li> <li>• Época del Boom</li> <li>• Los 60's</li> <li>• Época o periodo del realismo mágico</li> </ul>	<p><b>Theme:</b></p> <ul style="list-style-type: none"> <li>• Rural landscape in New Mexico, an almost bucolic setting that captures a glimpse of the past and a disappearing way of life (stories around the campfire; “<i>ya la vida no volverá a ser lo que antes fue</i>”)</li> <li>• Short, atemporal, impressionistic, pictorial scenes convey the setting and emotional landscape (“<i>Los bosque verdes, frescos y alegres.</i>”; “<i>Las reses lentas, gordas y luminosas en la sombra y el sol de agosto.</i>”)</li> <li>• Elliptical, atemporal phrases without verbs and the poetic prose with its metaphoric language and sensory images place the action outside of time (“<i>Pleno el verano.</i>”; “<i>Silencio orgánico y denso.</i>”; “<i>Hecho estatua, hecho estampa.</i>”; “<i>Cola viva y ondulante, desafío movedizo.</i>”; “<i>La eternidad momentánea.</i>”), creating a mythical, legendary tale that blends daily life and reality with historical tales, myth, imagination, and heroic actions</li> <li>• The narrative focus transports the reader to the magical transitional world (“<i>mago</i>”; “<i>Mago</i>”) and time between adolescence and adult- or manhood (“<i>compañeros</i>”; “<i>varonil</i>”), a time filled with powerful imagination and emotions</li> <li>• Short phrases with present tense verbs place the reader within the action and emotional state of both the protagonist and the magical horse (“<i>Sigo insensible</i>”; “<i>Luego mis ojos aciertan</i>”)</li> <li>• Personification and the attribution of human emotions to nature (pathetic fallacy) convey the subjective experience of the protagonist and his surroundings as the woods, the breeze, and entire planet stop breathing and go motionless upon the protagonist’s sighting and encounter with the magical horse</li> <li>• Juxtaposition of the physical world and reality of “<i>Tierra Amarilla</i>” (“<i>la tierra del sudor</i>”) with the idealized, oneiric world of the boy living in his own time and space (“<i>mundo del sueño</i>”) captured in the use and repetition of words like “<i>ideal</i>”; “<i>sueño</i>”; “<i>ilusión</i>”</li> <li>• Subjective view of time and place (“<i>El momento es eterno. La eternidad momentánea. Ya no está, pero siempre estará.</i>”)</li> <li>• Time measured in relation to daily activities, chores, and biological necessities (“<i>Era hora ya de acercarse a la majada, al buen pan y al rancho del rodeo</i>”)</li> </ul>

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

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.

" Mi caballo mago " fue escrito por Sabine Villbarri y es parte de la época siglo XX, de literatura chicano. La relación entre el tiempo y el espacio es usado para enfatizar el momento en que el chico capturo el caballo - sus sentimientos de anticipación, triunfo, y asombro están capturados por el ritmo de tiempo, y el fondo, descripciones ~~de~~, y detalles captura el poder y la cualidad mágica y belleza del caballo.

El mundo se centra totalmente en el momento en que lo captura " el tiempo se han detenido " y " la tarde se detiene " y en la idea que el caballo y los conceptos de belleza y libertad que representa es transcendental, <sup>fuera de y</sup> encima de el tiempo y espacio normal, <sup>Esta</sup> ~~idea~~ en un dimensión <sup>casi</sup> celestial y sublime, " ideal invicto y limpio de la eterna ilusión humana ". Este es el factor que cambia la perspectiva y la vida del chico y añade más majestuosidad al caballo. Es como un " momento es eterno " y " la eternidad momentánea " y solo después " vuelve ... a la tierra del sudor " muestra que la experiencia con el caballo transporta el chico a <sup>otro</sup> ~~el~~ tiempo y espacio del mundo humano y mortal.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.



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

Question 1

Question 2

Question 3

Question 4



El cuento

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

"El caballo mágico" es de siglo XX y es un ejemplo de la literatura fantástico. El autor usa el imagen de un animal mágico en la naturaleza para comunicar los sentidos fantásticos. Podemos ver el tema de la relación entre el tiempo el espacio en muchas partes del obra. El autor dice, "El planeta, la vida y el tiempo se han detenido de una manera inexplicable" El usa la mezcla de espacio y tiempo para enfatizar el elemento fantástico. Cuando el dice, "El momento es eterno" podemos ver la bonita relación entre espacio y tiempo. Esta situación y los sentidos y pensamientos son más grande de un espacio y tiempo limitado. El ~~re~~ ~~de~~ ~~pi~~ ~~ta~~ la bonita de nuestra vida y mundo con el actitud fantástico y la falta de reglas estrictas con el espacio y el tiempo.

Page 6

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.



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

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.

empeza la sesion de hablar de la naturaleza y es mas calmado el author quando empeza. En el tiempo habla de su caballo que es muy brioso y que ya ereo tiempo de dormir. la epoca se sente que es mas veja habla mas trajilo y mas veja. El caballo es su amigo y de describe con buenos detiles y explica bien en caballo. En fin habla de el caballo y tabien la epoca es mas veja y desarrolla en los detalles.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.



## Question 1

### Text Explanation

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

#### Overview

Text Explanation is a short response question (not a fully developed essay) that requires 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 requires 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 short story “Mi caballo mago,” written by Sabine Ulibarrí in 1964. Students were asked to identify the author and the period, and to explain the development of the theme of the relation between time and space (*la relación entre el tiempo y el espacio*) in the text. 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 (“*fue escrito por sabine ulibarrí*”) and the period (“*y es parte de la época siglo XX*”) and effectively explains the development of the theme of *la relación entre el tiempo y el espacio* in the text. The response develops the theme by highlighting the emotions and the feelings experienced by the narrator (“*La relación entre el tiempo y el espacio es usado para enfatizar el momento en que el chico capturó el caballo — sus sentimientos de anticipación, triunfo, y asombro esta capturado por el ritmo de tiempo, y el fondo*”; “*el tiempo se han detenido*’ y ‘*la tarde se detiene,*’ y *ha la idea que el caballo y los conceptos de belleza y libertad que representa es trascendental, fuera de y encima de el tiempo y espacio normal*”). The response further explains the narrator’s subjective perception of time and space as something mythical (“*Esta en un dimensión celestial y sublime*”; “*muestra que la experiencia con el caballo transporta el chico a otro tiempo y espacio del mundo humano y mortal*”). The response is supported with relevant evidence from the text (“*El tiempo se ha detenido*’ y ‘*la tarde se detiene*”; “*ideal invicto y limpio de la eterna ilusión humana*”; “*Es ambo ‘momento es eterno*’ y ‘*la eternidad momentánea*’ y *solo despues ‘vuelve ... a la tierra del sudor*’ muestra que la experiencia con el caballo transporta al chico a otro tiempo y espacio del mundo humano y mortal.”).

**Question 1 (continued)****Language Score: 3**

In this response language usage is appropriate to the task, generally accurate, and varied; the use of language supports the reader’s understanding of the response. Vocabulary is varied and appropriate to the topic and work being discussed (“*enfatar*”; “*triunfo*”; “*asombro*”; “*ritmo*”; “*calidad mágica*”; “*dimensión casi celestial*”). The control of grammatical and syntactic structures is very good (“*es usado para enfatar el momento en que el chico capturó el caballo*”; “*sus sentimientos de anticipación, triunfo y asombro están capturado por el ritmo de tiempo y el fondo*”) in spite of an error (“*es parte de la época siglo XX*”) and some errors in agreement (“*de literatura chicano*”; “*están capturado*”; “*descripciones y detalles captura*”; “*los conceptos de belleza y libertad que representa es trascendental*”; “*en un dimensión*”; “*Es ambo*”). Use of verb tenses, mood (“*fue escrito por [...] y es parte de la época*”; “*El mundo se centra totalmente en el momento en que lo captura*”), word order, and word formation are generally accurate, despite some errors (“*de el tiempo*”; “*majestidad*”; “*transporta el chico*”). There are very few errors in conventions of written language, aside from some missing accent marks (“*estan*”; “*magica*”; “*Esta*”; “*despues*”) and a spelling error (“*cabello*”).

**Sample: 1B****Content Score: 2**

The response correctly identifies the period but does not provide the author (“*‘Mi caballo mago’ es del siglo XX y es un ejemplo del literatura fantástico.*”). The response explains the development of the theme of *la relación entre el tiempo y el espacio* in the text (“*los sentidos y pensamientos son más grande de un espacio y tiempo limitado*”; “*El usa la mezcla de espacio y tiempo para enfesar el elemento fantástico*”). Description and narration are present (“*El depicta la bonita de nuestra vida y mundo con el actitud fantástico y la falta de reglas estrictas con el espacio y el tiempo*”) but do not outweigh explanation. The response is supported by textual evidence (“*El autor dice, ‘El planeta, la vida y el tiempo se han detenido de una manera inexplicable’*”; “*El momento es eterno.*”), but it may not be clear or relevant (“*podemos ver la bonita relación entre espacio y tiempo*”). If the response had accurately identified the period, explained the theme more effectively, and 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 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 (“*comunicar los sentidos fantásticos*”; “*usa el imagen de un animal*”; “*El usa la mezcla de espacio y tiempo para enfesar*”; “*los sentidos y pensamientos son más grande de un espacio y tiempo*”). Control of grammatical and syntactic structures is adequate (“*Podemos ver el tema de la relación entre el tiempo*”), but there are some errors (“*es de Siglo XX*”; “*del lituratura fantástico*”; “*Esta situación y los sentidos y pensamientos son más grande*”; “*del obra*”); errors in agreement (“*del lituratura fantástico*”; “*usa el imagen*”; “*del obra*”; “*son más grande*”; “*el actitud*”); occasional errors in the use of verb tenses, mood, word order, or word formation (“*enfesar*”; “*depicta*”) do not detract from overall understanding. There are some errors in written conventions of the language, such as a misspelled word (“*lituratura*”) and a couple of missing accent marks (“*fantástico*”; “*el dice*”), but these do not impede communication.

**Question 1 (continued)****Sample: 1C****Content Score: 1**

The response does not correctly identify either the author (“*es mas calmado el author*”) or the period (“*la epoca se sente que es mas vaja*”), nor does it successfully explain the development of the theme in the text. There is an attempted explanation of the theme of *la relación entre el tiempo y el espacio* (“*empeza*”; “*la epoca se sente que es mas veja*”); however, description and narration outweigh explanation (“*Su caballo que es muy brioso y que ya eres tiempo de dormir*”). The response is not adequately supported with textual evidence (“*El caballo es su amigo y de describe con buenos detiles y explica bien en caballo*”). If the response had identified the author and the period, explained the development of the theme of *la relación entre el tiempo y el espacio*, and 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 impedes the reader’s understanding of the response. Vocabulary is insufficient or inappropriate to the topic and work being discussed; errors render comprehension difficult (“*vaja*”; “*trajilo*”; “*detiles*”). The control of grammatical and syntactic structures is inadequate (“*es mas calmado el author quando empeza*”; “*En fin habla de el caballo [...] detalles*”); errors in verb tenses, conjugation, and mood (“*ya eres tiempo de dormir*”), word order, or word formation (“*naturaleza*”; “*author*”; “*trajilo*”; “*detiles*”; “*de el caballo*”) are frequent and impede comprehension (“*Sente que es mas vaja habla mas trajilo y mas vajo*”; “*y de describe*”). There are frequent errors in written convention of language, especially in spelling (“*empeza*”; “*secsion*”; “*quando*”; “*sente*”; “*vaja*”; “*tabien*”) and the use of accent marks (“*secsion*”; “*mas*”; “*tabien*”; “*epoca*”).