



AP[®] Spanish Literature and Culture

Sample Student Responses and Scoring Commentary

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Free-Response Question 1

- ☒ **Scoring Guidelines**
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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 either the author or the period correctly. 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 the author and the period correctly. 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>		

Question 1 included a fragment of *El ingenioso hidalgo Don Quijote de la Mancha, Cap. 2* by Miguel de Cervantes Saavedra, 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 justicia in the text**.

Scoring Notes: Content		
Below are some of the acceptable ways responses identify author and period and address the theme in the text. This list is not exhaustive.		
Author: <ul style="list-style-type: none"> • Miguel de Cervantes Saavedra • Miguel de Cervantes • Cervantes 	Period: <ul style="list-style-type: none"> • 1605 y 1615 • Siglo XVII/Siglo 17 • Principios del siglo XVII/siglo 17 • Primera mitad del siglo XVII/siglo 17 • El Siglo de Oro • El Barroco • El Renacimiento • Época de Felipe III/3ro 	Theme: <ul style="list-style-type: none"> • Use of parody in the text criticizes social injustices of Spain during the 16th and 17th centuries. The text parodies the chivalric novel and reflects the social realities of a decadent economic situation. For example, Don Quijote recalls: <i>“le vino a la memoria que no era armado caballero.”</i> • The text parodies the epoch, the governing systems, the authorities, and values that were dominant in that society. • The image of the chivalrous knight (<i>hidalgo caballero</i>) and the humble villager (<i>humilde aldeano</i>) are contrasted through a baroque aesthetic. • Don Quijote fights against everything he considers unjust. The novel parodies the ridiculous fantasies associated with the chivalrous knight not rooted in human reality, but at the same time, Don Quijote’s search for virtue and justice embodies some of the ideals and heroism associated with knighthood. He does not trust the legal system to achieve justice. He must fight alone. For example, his strict moral code is reflected here: <i>“conforme a ley de caballería, no podía ni debía tomar armas con ningún caballero ... hasta que por su esfuerzo la ganase.”</i> • Don Quijote’s view of justice is part of the Renaissance’s humanist values. It is unjust for people not to earn things through their own effort: <i>“hasta que por su esfuerzo la ganase.”</i> Justice is worth the sacrifice and fighting for. • Don Quijote attempts to follow his notion of a code of ethics that he has observed amongst chivalrous knights and holds others to the same code of ethics. He fights for justice in a direct, practical manner that is on his terms in accordance with his idealized search for virtue and justice. This includes bravely confronting perpetrated abuses of the powerful, offering to console the afflicted, for example, his willingness to attempt to protect poor Andrés from his master’s abuses regardless of the success or failure of his actions. Meanwhile, Sancho maintains that it is fundamental to respect the law and not let yourself get carried away by impulses. • Personal justice vs. social justice. • Don Quijote wants to improve the world around him; for example, he says that there were <i>“sinrazones que enmendar.”</i> However, he feels the obligation to carry out his

		<p>mission in a fair manner, showing the connection between personal justice and social justice. He applies the same sense of justice to society as he does to himself.</p> <ul style="list-style-type: none">• As in the case of Andrés, if the hero's actions were not successful, it was not the hero's fault but rather that of a defective society or a world filled with men of poor morals who lied like Andrés's master.
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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.

La novela escrita por Miguel de Cervantes en el siglo de oro tiene numerosos temas, uno siendo la justicia. Don Quijote era un hombre que vivió en una ilusión - la fantasía que él era un caballero como los que aparecían en sus libros. Los caballeros estaban en el mundo para asegurar que hubiera justicia, y esto motivaba a Don Quijote. Él vivía grandes aventuras y siempre trataba de ser noble y justo. Claro, que la fantasía en la cual vivía estaba muy lejos de la realidad, y cuando encontraba "abusos que mejorar" normalmente eran situaciones normales de la vida diaria. Al tratar de mantener la justicia en un mundo severamente injusto, Don Quijote pasó mucha humillación y muy poca compasión. En este fragmento, Don Quijote se da cuenta que "no era armado caballero" y consigue serlo para poder salvar al mundo. El problema fue que quería salvar un mundo que no existía. Don Quijote se pasó su tiempo buscando justicia para los demás pero encontró a muy poca gente que fuera justa y noble con él.

Page 2

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

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Question 4



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

En la obra ~~escrita~~ "Don Quijote de la Mancha" escrito por el autor Miguel de Cervantes en la época Siglo de oro. Picaresco se puede desarrollar la tema de la justicia dentro de la obra por medio de la características de época del individuo y su entorno.

Don Quijote es un personaje que Alonso Quixano (?) se convirtió después de volverse loco por los libros de caballería que lea y fue obsesionado de. Se crea una conciencia, nueva, un nuevo realidad para el mismo como un caballero andante y los caballeros peleaban por la justicia. Se puede desarrollar este detalle en la cita « el pensaba que hacía en el mundo su tardanza », o sea el, Don Quijote, se enarbaba de estos injusticias del mundo, « sin razones... abusos que mejorar, y deudos que satisfacer », fue unos ejemplos lo que el creó hacer ya que era caballero andante pero en realidad todavía era Alonso, haciendo locuras por el pueblo, pensando que ~~hacía~~ trajo justicia a el.

Page 2

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.

Miguel de Cerrantes, medieval setra toy sobre
un ~~hombre~~ ~~hombre~~ ~~hombre~~ hombre muy valiente llamado
Don Quijote cuyo nombre es así por su barbilla
torcida el cual solo le importaba la justicia
y sus amigos

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 spelling and 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 specific period. In this year's exam, the selection was made from chapter two of the novel *El ingenioso hidalgo Don Quijote de la Mancha* by Miguel de Cervantes, published in 1605. Students were asked to identify the author and the period, and to explain the development of the theme of justice (*la justicia*) 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

This response correctly identifies the author ("*escrita por Miguel de Cervantes*") and the period ("*en el siglo de oro*") and effectively explains the development of the theme of *la justicia* in the text. The response connects the ideals associated with knighthood with Don Quijote's own ideals regarding justice ("*Los caballeros estaban en el mundo para asegurar que hubiera justicia, y esto motivaba a Don Quijote. Él vivía grandes aventuras y siempre trataba de ser noble y justo.*"). The response also explains how these ideals are not rooted in reality ("*Claro, que la fantasía en la cual vivía estaba muy lejos de la realidad, y cuando encontraba 'abusos que mejorar' normalmente eran situaciones normales de la vida diaria*"), highlighting how Don Quijote's idealized search for justice in an imaginary world reveals the lack of justice and virtue in the real world ("*Don Quijote se paso su tiempo buscando justicia para los demás pero encontro a muy poca gente que fuera justa y noble con él.*"). The response is supported with relevant evidence from the text ("*y cuando encontraba 'abusos que mejorar' normalmente eran situaciones normales de la vida diaria*"; "*En este fragmento, Don Quijote se da cuenta que 'no era armado caballero' y consigue serlo para poder salvar al mundo.*").

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

In this response language usage is appropriate to the task, generally accurate, and varied; the student's use of language supports reader's understanding of the response. Vocabulary is varied and appropriate to the topic and work being discussed ("*fantasía*"; "*noble*"; "*justo*"; "*severamente injusto*"; "*humillacion*"; "*compasion*"). The control of grammatical and syntactic structures is very good ("*Claro, que la fantasía en la cual vivía estaba muy lejos de la realidad*"; "*pero encontro a muy poca gente que fuera justa y con noble con él*"). Use of verb tenses ("*la fantasía que él era un caballero como los que aparecían en sus libros*"), mood ("*Los caballeros estaban en el mundo para asegurar que hubiera justicia*"), word order, and word formation are generally accurate ("*y siempre trataba de ser noble y justo*"; "*Al tratar de mantener la justicia en un mundo severamente injusto*"; "*consigue serlo*"), with the exception of one error in word formation ("*dilusion*"). There are very few errors in conventions of written language, aside from some missing accent marks ("*paso*"; "*humillacion*"; "*compasion*"; "*demas*").

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

The response correctly identifies the author and the period ("*escrito por el autor Miguel de Cervantes en la época Siglo de oro*"); however, the response does not effectively explain the development of the theme in the text ("*se puede desarrollar la tema de la justicia dentro de la obra por medio de la característica de epoca de individuo y su entorno*"; "*Se creo una consciencia nueva, un nuevo realidad para el mismo como un caballero andante y los caballeros peliaban por la justicia*"). Description and narration are present, but do not outweigh explanation ("*fue unos ejemplos lo que el creo hacer ya que era caballero andante pero en realidad todavia era Alfonso, haciendo locuras por el pueblo, pensando que trayo justicia a él*"). The response supports the theme with evidence from the text, but the evidence is not always clear ("*y los caballeros peliaban por la justicia. Se puede desarrollar este detalle en la cita 'el pensada que hacía en el mundo su tardanza,' osea el, Don Quijote, se encerbaba de estos injusticias del mundo, 'sin razones ... abusos que mejorar, y deudas que satisfacer'*"). If the response had explained the theme more effectively, and included clearer and more relevant examples, it would have received a higher score.

Question 1(continued)**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 topic and work being discussed (“*se puede desarrollar la tema de la justicia dentro de la obra por medio de la característica de la época de individuo y su entorno*”), but limits the student’s ability to present relevant ideas (“*se combiertio*”; “*Don Quijote, se encerbaba*”). Control of grammatical and syntactic structures is adequate (“*En la obra ‘Don Quijote de la Mancha’ escrito por el autor Miguel de Cervantes*”; “*se combiertio despues de volverse loco por los libros de caballeria*”); there are some errors in the use of verb tenses and conjugations (“*fue unos ejemplos lo que el creo hacer*”) and in word order (“*por los libros de caballeria que leia y fue obsesionado de*”), as well as in the use of prepositions (“*fue obsesionado de*”) that do not detract from overall understanding. There are some errors in spelling (“*se combiertio*”; “*peleaban*”; “*osea*”; “*encerbaba*”; “*trayo*”), punctuation marks (“*Siglo de oro: Picaresco se puede desarrollar*”), accent marks (“*caracteristica*”; “*época*”; “*despues*”; “*leia*”; “*creo*”; “*el*”; “*todavía*”), and a few errors in gender agreement (“*la tema*”; “*un nuevo realidad*”), but they do not impede communication.

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

The response correctly identifies the author (“*Miguel de Cervantes*”), but it does not correctly identify the period (“*medieval*”), nor does it successfully explain the development of the theme in the text. There is an attempted explanation of the theme of *justicia*; however, description and narration outweigh explanation (“*setrata sobre un hombre muy valiente llamado Don Quijote cuyo nombre es asi por su barbilla torcida el cual solo le importaba la justicia ysus amigos*”); the entire response consists of one sentence that includes irrelevant and erroneous comments (“*cuyo nombre es asi por su barbilla torcida el cual solo le importaba la justicia ysus amigos*”). The response is not supported with textual evidence. If the response had identified the period, explained the development of the theme of *la justicia*, and supported this explanation with examples from the text, it would have received a higher score.

Language Score: 1

Language usage is inappropriate to the task, inaccurate, and insufficient; the entire response consists of one sentence with incorrect punctuation (“*Miguel de Cervantes, medieval setrata sobre un hombre muy valiente llamado Don Quijote cuyo nombre es asi por su barbilla torcida el cual solo le importaba la justicia ysus amigos*”). Vocabulary is inaccurate and insufficient to the topic and work being discussed (“*medieval*”; “*barbilla torcida*”). There are numerous errors in writing conventions, including missing spacing (“*setrata*”; “*ysus*”), accent mark (“*asi*”), and punctuation marks, including unnecessary and missing commas, and a missing final period. There is an incorrect use of a relative pronoun that is missing the preposition *a* (“*el cual solo le importaba*”) and an unclear use of a descriptive adjective (“*Cervantes, medieval*”). However, errors do not impede understanding.