



Chief Reader Report on Student Responses: 2023 AP[®] Spanish Literature and Culture Free-Response Questions

• Number of Students Scored	22,860		
• Number of Readers	128		
• Score Distribution	Exam Score	N	%At
	5	1,950	8.53
	4	5,329	23.31
	3	8,132	35.57
	2	5,139	22.48
	1	2,310	10.10
• Global Mean	2.98		

The following comments on the 2023 free-response questions for AP[®] Spanish Literature and Culture were written by the Chief Reader, María Nereida Segura-Rico, Senior Lecturer, Iona University with the help of the Question Leaders. 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 work, then explain the development of the theme of justice (*la justicia*) within the text.

Max Score: 3

Mean Score: Content: 1.62; Language: 2.23

What were the responses to this question expected to demonstrate?

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.

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 short paragraph within the context of the 17th century, and explained the development of the theme of justice with relevant examples from the text. Strong responses focused on how Don Quijote fights against everything he considers unjust and showed the connection between personal and social justice, effectively explaining how Don Quijote follows a strict code of ethics associated with knighthood. Successful responses referred to the use of parody in the text to criticize social injustices and to depict the decadent economic situation of the period.

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">• Incorrect identification of the author and/or the period.• Period mistaken for literary movement and/or technique.	<ul style="list-style-type: none">• Correct identification of author and period.
<ul style="list-style-type: none">• Misunderstanding of the theme of <i>la justicia</i>.• Ineffective explanation of the development of the theme in the text.	<ul style="list-style-type: none">• Demonstrated understanding of the theme.• Effective explanation of the theme supported by use of relevant language/vocabulary.
<ul style="list-style-type: none">• Failure to respond to all the elements of the prompt.	<ul style="list-style-type: none">• Effectively address all the elements in the prompt.

<ul style="list-style-type: none"> Lack of knowledge of the text. 	<ul style="list-style-type: none"> Demonstrate an effective knowledge of the text in connection to the development of the theme.
<ul style="list-style-type: none"> Presence of unclear and/or irrelevant evidence to explain the development of the theme. 	<ul style="list-style-type: none"> Use of relevant evidence from the excerpt and/or the entire text to support explanation of the theme.
<ul style="list-style-type: none"> Repetition of the prompt or the stimulus only. 	<ul style="list-style-type: none"> Correct identification of author/period, explanation of the development of the theme with relevant examples from the text.
<ul style="list-style-type: none"> Incorrect usage of literary terminology (e.g., use of poetic devices for narrative texts). 	<ul style="list-style-type: none"> Correct usage of literary terminology.

Based on your experience at the AP[®] 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, making sure students know how to correctly spell the name of the author and the period. Emphasize that identification of the period must include a clear temporal reference (i.e., *año, siglo, época*).
- Help students situate the works within their historical and cultural context by providing key elements of identification of the historical periods and cultural movements. Encourage students to draw a timeline with all the texts, authors, periods, and cultural movements.
- 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.
- Ask students to read the question carefully and to highlight all the components that they need to answer in the response: identify author, recognize period, and explain the theme (supporting the explanation with evidence from the text). Practice with several questions.
- Assure students understand the need to provide textual examples to support the explanation.
- Guide students in selecting relevant evidence from a text and in integrating those textual references and quotations into their responses to support the explanation of a theme.
- Have students practice writing responses under the same conditions and constraints as those of the AP Exam (10 minutes, 5 for reading and planning).
- Help students become familiar with the course themes and subthemes as organizing concepts for the course and exam.
- Provide students with the AP rubrics used to score the questions. Grade written assignments with the AP rubric.
- Have students evaluate their own and each other's written assignments using the AP rubric.
- Provide students with a list of connectors that they can use to respond to questions. In addition to connector words and transitional phrases, provide a list of essential words and key phrases that students can use in their writing.
- Make sure students know the difference between a response and an essay.
- Have students review the Scoring Notes published on AP Central to observe the multiple pathways students are able to use to successfully respond to previous exam questions.

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 free-response questions 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. As noted above, the Text Explanation question is presented and practiced in the Course and Exam Description and throughout the AP Classroom units (including multiple AP Daily Videos that focus on developing strategies for and practicing text explanation responses) and again in the 2021 AP Exam On-Demand Review Video Sessions 1, 3, 4, 7, and 8 and the 2022 AP Exam On-Demand Review Video Sessions 1, 2, 4, 6, 7, and 8: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/classroom-resources>
- Through AP Classroom, teachers can also 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 2023 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://secure-media.collegeboard.org/ap/modules/spanish-literature-critical-reading-and-literary-analysis/story_html5.html
- Teachers can access the **Scoring Guidelines** and, since last year, the **Scoring Notes** 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 2013–2023 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 2013–2023 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 as to 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 the individual and the community (*el individuo y la comunidad*) in the excerpt from the novel *San Manuel Bueno, mártir* and the artwork *La visita del obispo* in relation to Spain in late 19th and early 20th centuries.

Max Score: 3

Mean Score: Content: 1.64; Language: 2.28

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 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 novel *San Manuel Bueno, mártir* by Miguel de Unamuno, published in 1933, and the artwork *La visita del obispo* (1926) by José Gutierrez Solana. Students were asked to write a short response comparing the representation of the individual and the community (*el individuo y la comunidad*) in these two works in relation to Spain in the late 19th and early 20th centuries (*la España de finales del siglo XIX y principios 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 artwork and connected the comparison to the specified period. In the thematic comparison, appropriate responses referred to an individual character and their community in both the literary text and the painting. The most successful responses effectively explained the contrast between the text and artwork in how they portray the influence that religious figures had on their communities in Spain in the late 19th and 20th centuries. These responses focused on how the text depicts smaller rural communities controlled or centered around the Catholic church on their way to modernization, as they come into contact with different dynamics and new ideas coming from Madrid and abroad after the loss of the last of the Spanish colonies in 1898. Effective responses were able to relate the comparison of the theme to the historical period by pointing to the tensions between a conservative Catholic religiosity that strived for unity and a crisis of faith during and after the war. Appropriate responses also referred to the differences between a society where fragmentation was starting to be visible, like in the literary text, and one in which the power of the church was still very established and visible, as in the painting.

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"> • Explanation of a theme not clearly connected to the prompt. • Lack of explanation of the theme and providing a summary of the novel, or a description of the artwork, reflections on the historical period, or historical events instead. 	<ul style="list-style-type: none"> • Successful responses demonstrated understanding of the theme of the individual and the community.
<ul style="list-style-type: none"> • Comparing the two works without explaining the development of the theme (<i>el individuo y la comunidad</i>). • Detailing characteristics of the text <i>vis-à-vis</i> the visual characteristics of the painting without comparing the works. 	<ul style="list-style-type: none"> • Strong responses effectively compared the theme in the poem and in the artwork and discussed both works in a balanced way.
<ul style="list-style-type: none"> • Comparing the theme in the works without relating it to Spain in the late 19th and early 20th centuries (very common). 	<ul style="list-style-type: none"> • Responses productively situated the works within the historical context connecting the theme to the specified period and/or the movements or characteristics associated with it (e.g., <i>Generación del 98</i>, Existentialism, the Spanish–American War, rural vs. urban Spain, power, and impact of organized religion on community).
<ul style="list-style-type: none"> • Misinterpreting the painting by not clearly identifying the elements of its composition and/or assuming it is a direct illustration of the text. • Misidentifying gender or other details in the image, leading to weak or inaccurate interpretation. • Lack of knowledge of the literary text, including erroneously identifying narrator, protagonist, or characters (e.g., assuming “Lázaro” is “Lazarillo de Tormes”) and/or situating the text within an inaccurate time period (e.g., connecting the text to the Middle Ages due to the use of the word “feudalism” by one of the characters in the novel). 	<ul style="list-style-type: none"> • Responses demonstrate a knowledge of the literary text and effectively interpret the work of art in connection to the theme and the specified period.

<ul style="list-style-type: none"> Lack of differentiation between a short response and an essay (students who wrote full-fledged essays did not receive additional points or credit but likely spent unnecessary time completing the task, taking valuable time away from the completion of the remaining free-response questions). 	<ul style="list-style-type: none"> Responses effectively address all the tasks specified in the prompt without developing their explanation into a full-fledged essay (students who wrote full-fledged essays were not penalized on their score for this question but likely spent unnecessary time completing the task, taking valuable time away from the completion of the remaining free-response questions).
<ul style="list-style-type: none"> Lack of organization, lack of focus and/or redundancy. 	<ul style="list-style-type: none"> Good organization for comparative response and conciseness

Based on your experience at the AP[®] 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 for reading and planning).
- Emphasize the importance of explaining the development of the theme to properly address the prompt of Question 2.
- Explain to students that they can either compare or contrast, with no need to do both, 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 required course readings and to a specified period, movement, literary genre, or technique.
- 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.
- Make sure students distinguish between an effective comparison and a mere description of the works.
- Provide opportunities for students to self-evaluate using the rubric.

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 free-response questions 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. As noted above, the Text and Art Comparison question is presented and practiced in the Course and Exam Description and throughout the AP Classroom units (including multiple AP Daily Videos that focus on developing strategies for and practicing text and art comparison responses) and again in the 2021 AP Exam On-Demand Review Video Sessions 2, 7, and 8 and the 2022 AP Exam On-Demand Review Video Sessions 2, 3, 4, 5, 6, 7, and 8:
<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/classroom-resources>
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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/media/pdf/AP_SpanishLiteratureGlossaryOfLiteraryTerms.pdf
- Teachers can access the **Scoring Guidelines** and, since last year, the **Scoring Notes** 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?course=ap%20spanish-literature-and-culture>
- Teachers can access some of the student samples of Free-Response Question 2 from 2013–2023 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 2013–2023 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 from the essay “Nuestra América” represents the characteristics of Latin American Modernism (*el Modernismo*) and the sociopolitical context of Latin America at the end of the 19th century.

Max Score: 5

Mean Score: Content: 2.30; Language: 3.08

What were the responses to this question expected to demonstrate?

Analysis of Single Text is a question that requires students to write a coherent and well-organized essay analyzing how the text, which is part of the reading list, represents both the specified movement and the given cultural context. In this year’s exam, students were required to analyze how José Martí’s “Nuestra América” (1891) represents the characteristics of Latin American Modernism (*las características del Modernismo*) and the sociopolitical context of Latin America at the end of the 19th century (*América Latina a finales del siglo XIX*). Students were also asked to comment on the literary devices relevant to Latin American Modernism and to include examples from the text to support their analyses. 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 fragment to identify a need for change in the political climate of the late 19th century and/or to identify the effects of imperialism on Latin American culture and identity to elaborate their response. Effective responses discussed the need for a new identity rooted in Latin American values through education as a means toward a decolonized mentality. Strong responses also addressed the danger of U.S. expansionism and intervention in Latin America and Martí’s call to action and unity for Latin American countries. These essays also clearly analyzed how the text represents the characteristics of Latin American Modernism by identifying and analyzing the criticism of the sociopolitical reality present in the text, as well as Martí’s call for a change of that reality, starting with the rejection of foreign influences, which is reflected in the new forms of expression found in José Martí’s poetic prose. Successful responses analyzed rhetorical, stylistic, or structural features that demonstrate the innovation in narrative techniques that characterizes Latin American Modernism, such as the use of metaphorical language, rhetorical questions, enumeration, asyndeton, symbols, antithesis, anaphora, historical allusions, and the use of repetition as a form of persuasion. These responses included a statement of purpose with a logical progression of ideas, integrated well-chosen examples, and concluded by summarizing 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"> Selecting random phrases from the text to construct a response that has the format and transitional elements of an essay. 	<ul style="list-style-type: none"> Identify either literary devices, OR parts of the sociopolitical context, OR “<i>Modernismo</i>.”
<ul style="list-style-type: none"> Confusing “<i>Modernismo</i>” as a literary movement for modernity. 	<ul style="list-style-type: none"> Identify and apply characteristics of “<i>Modernismo</i>” to their analysis.
<ul style="list-style-type: none"> Confusing characteristics of “<i>Modernismo</i>” with tendencies related to “<i>Generación del ‘98</i>” or other literary movements. 	<ul style="list-style-type: none"> Successful responses distinguish between the political, sociocultural context of “<i>Modernismo</i>” and the historical and cultural circumstances that gave birth to “<i>Generación del ‘98</i>.”
<ul style="list-style-type: none"> Mistaking “<i>América</i>” for the United States of America instead of Latin America. 	<ul style="list-style-type: none"> Apply characteristics of cultural elements belonging to Latin America to the analysis of “<i>el Modernismo</i>” and/or the sociocultural context at the end of the 19th century.
<ul style="list-style-type: none"> Lack of understanding of the specified period or limited ability to identify the historical context of post-colonial Latin America and the Monroe Doctrine. 	<ul style="list-style-type: none"> Identify sociopolitical elements, such as imperialism, independence, colonialism, and the formation of new national identities.
<ul style="list-style-type: none"> Lack of understanding of the literary devices associated with a prose text and limited ability to discuss or analyze the stylistic features in this essay (e.g., personification of “<i>América</i>” as a woman). Incorrectly identifying some literary devices as relevant to “<i>el Modernismo</i>.” 	<ul style="list-style-type: none"> Effectively discuss a variety of rhetorical, stylistic, or structural features in the text, such as metaphor and rhetorical questions. Successfully analyze the use of literary devices as representative of the literary movement and/or cultural context.
<ul style="list-style-type: none"> Referring to other authors or readings in a way that is not clear or relevant while attempting to answer the prompt. Describing the course theme while attempting to answer the prompt. 	<ul style="list-style-type: none"> Analyze the single text in the stimulus addressing all the tasks specified in the prompt, effectively discussing the characteristics of the literary movement, the specified period, and literary devices.

Based on your experience at the AP[®] 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.
- Make sure to give students a general understanding of different literary movements, as well as specific characteristics, so that they can have a holistic view of the movement that can be applied to different works.
- Emphasize the sociocultural context of each of the works in the required reading list for the course, calling attention to the relationship between Spain and Latin America as a result of the colonization and to the different consequences that the independence of the last Spanish colonies had for Spain and Latin America.
- Ask students to identify in the different works the characteristics of a literary movement associated with a particular text and teach them how to develop an analysis of those characteristics.
- 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 prose.
- Give students fragments of different works and have them practice identifying and explaining elements of the cultural context and literary movement within the fragment.
- Make sure students understand the difference between analyzing, explaining, describing, and identifying.
- Teach students how to write an effective thesis statement that helps organize the main points of the argument and a conclusion. If students have a thesis, strong topic sentences, and paragraphing, they will more easily be able to build their analysis.
- 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 free-response questions 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. As noted above, the Analysis of a Single Text question is presented and practiced in the Course and Exam Description and throughout the AP Classroom units (including multiple AP Daily Videos that focus on developing strategies for and practicing analysis of a single text responses) and again in the 2021 AP Exam On-Demand Review Video Sessions 1, 3, 5, and 8 and the 2022 AP Exam On-Demand Review Video Sessions 2, 3, 4, 6, 7, and 8: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/classroom-resources>
- 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 Analysis of a Single Text questions from previous exams. Teachers can also access three practice exams aligned to the 2023 Exam in the AP

Question Bank, which provide additional practice for Analysis of a Single Text questions and can be scored using the provided scoring guidelines.

- 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://secure-media.collegeboard.org/ap/modules/world-languages-cultures/presentational-communications-writing/story_html5.html
- 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/media/pdf/AP_SpanishLiteratureGlossaryOfLiteraryTerms.pdf
- Teachers can access the **Scoring Guidelines** and, beginning this year, the **Scoring Notes** 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 2013–2023 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 2013–2023 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 gender construction in a fragment from “A Julia de Burgos” by Julia de Burgos and in a fragment from “A nuestro sexo” by Rita Cetina Gutiérrez, comparing thematic development in the two texts.

Max Score: 5

Mean Score: Content: 2.61; Language: 3.35

What were the responses to this question expected to demonstrate?

The Text Comparison is a question that requires students to 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 are 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 a fragment from “A Julia de Burgos” (1939) by Julia de Burgos (on the required list) and a fragment from “A nuestro sexo” (1870) by Rita Cetina Gutiérrez (not on the list). Students were asked to analyze the effect of literary devices used by both authors to develop the theme of gender construction (*la construcción del género*) and to compare the presentation of the theme in the two selections, including relevant examples from the texts. 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 gender construction and supported the analysis with clear examples from the texts. Strong responses focused on how each poem discusses the construction of gender in a patriarchal society and analyzed how the poetic voice in each poem responds to society’s oppression to defend the independence and rights of women. Successful responses pointed out how both poems present the social pressures and expectations to which women are subjected while also highlighting the differences regarding how each poet responds to said pressures and expectations. In these responses, students effectively analyzed relevant rhetorical, stylistic, or structural features in both texts, such as apostrophe, anaphora, repetition, enumeration, and the use of rhetorical questions 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">• Lack of understanding of the theme.• Comparing the poems without a discussion of the theme.• Discussing the theme without developing a comparison.	<ul style="list-style-type: none">• Successful essays demonstrated understanding of the theme and effectively compared the development of the theme of gender construction in both poems.

<ul style="list-style-type: none"> • Discussing the theme in one of the poems, but not in the other one. 	
<ul style="list-style-type: none"> • Lack of identification of literary devices. • Listing literary resources without analyzing them in relation to the development of the theme. • Treating course sub-themes as literary devices. • Mistaking ellipses used to signify that a part of the original text has been omitted for ellipses in the original text. 	<ul style="list-style-type: none"> • Effectively analyzed literary devices with clear examples from both poems.
<ul style="list-style-type: none"> • General, irrelevant comments about women’s social roles. 	<ul style="list-style-type: none"> • Successful essays focused on the social pressures and expectations of women in their societies as presented in the poems.
<ul style="list-style-type: none"> • Lack of introduction (thesis), well-organized development of the argument with evidence from both texts, and conclusion. 	<ul style="list-style-type: none"> • Effective responses developed coherent essays with clear examples from the poems.
<ul style="list-style-type: none"> • Lack of knowledge of the text on the required reading list for the course (“A Julia de Burgos”). • Irrelevant comments about historical context. 	<ul style="list-style-type: none"> • Successful essays showed familiarity with the poem included in the course reading list. • Relevant discussion of historical context to support analysis of the theme in the poems.

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Review the Scoring Guidelines with the students and train students to evaluate sample essays by applying the rubric.
- Train students to read the prompt carefully and completely, underline the number of tasks required by the prompt, and circle the theme that they are asked to analyze.
- Practice with students how to identify several literary devices in any given text and how to analyze those devices to support comparative analysis of the development of the theme.
- Help students have a firmer understanding of writing conventions, such as knowing the difference between an ellipsis used to signify the parts of the text that have been omitted and an ellipsis used in the original text.
- 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.
- Provide opportunities for peer evaluation so that students can offer suggestions to one another on how their essays can be improved according to the scoring criteria.

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 free-response questions 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. As noted above, the Text Comparison question is presented and practiced in the Course and Exam Description and throughout the AP Classroom units (including multiple AP Daily Videos that focus on developing strategies for and practicing text comparison responses) and again in the 2021 AP Exam On-Demand Review Video Sessions 2, 4, 6, and 8 and the 2022 AP Exam On-Demand Review Video Sessions 1, 2, 4, 6, 7, and 8: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/classroom-resources>
- 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 2023 Exam in the AP Question Bank, which provide additional practice for Text Comparison questions and can be scored using the provided scoring guidelines.
- 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://secure-media.collegeboard.org/ap/modules/world-languages-cultures/presentational-communications-writing/story_html5.html
- 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/media/pdf/AP_SpanishLiteratureGlossaryOfLiteraryTerms.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.
- Teachers can access the **Scoring Guidelines** and, since last year, the **Scoring Notes** 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 2013–2023 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 2013–2023 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>