

2024



AP[®] Spanish Language and Culture

Sample Student Responses and Scoring Commentary

Inside:

Task 4—Cultural Comparison

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

Question 4: Cultural Comparison

5 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.

AP® Spanish Language and Culture 2024 Scoring Guidelines

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> • Almost no treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Effective treatment of topic within the context of the task
<ul style="list-style-type: none"> • Presents information only about the target culture or only about the student’s own or another community, and may not include examples 	<ul style="list-style-type: none"> • Presents information about the target culture and the student’s own or another community, but may not compare them; consists mostly of statements with no development 	<ul style="list-style-type: none"> • Compares the target culture with the student’s own or another community, including a few supporting details and examples 	<ul style="list-style-type: none"> • Compares the target culture with the student’s own or another community, including some supporting details and mostly relevant examples 	<ul style="list-style-type: none"> • Clearly compares the target culture with the student’s own or another community, including supporting details and relevant examples
<ul style="list-style-type: none"> • Demonstrates minimal understanding of the target culture; generally inaccurate 	<ul style="list-style-type: none"> • Demonstrates a limited understanding of the target culture; may include several inaccuracies 	<ul style="list-style-type: none"> • Demonstrates a basic understanding of the target culture, despite inaccuracies 	<ul style="list-style-type: none"> • Demonstrates some understanding of the target culture, despite minor inaccuracies 	<ul style="list-style-type: none"> • Demonstrates understanding of the target culture, despite a few minor inaccuracies
<ul style="list-style-type: none"> • Little or no organization; absence of transitional elements and cohesive devices 	<ul style="list-style-type: none"> • Limited organization; ineffective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Some organization; limited use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Organized presentation; some effective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Organized presentation; effective use of transitional elements or cohesive devices
<ul style="list-style-type: none"> • Barely understandable, with frequent or significant errors that impede comprehensibility 	<ul style="list-style-type: none"> • Partially understandable, with errors that force interpretation and cause confusion for the listener 	<ul style="list-style-type: none"> • Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> • Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
<ul style="list-style-type: none"> • Very few vocabulary resources 	<ul style="list-style-type: none"> • Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> • Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> • Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> • Varied and appropriate vocabulary and idiomatic language
<ul style="list-style-type: none"> • Little or no control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • Limited control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • Some control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • General control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • Accuracy and variety in grammar, syntax, and usage, with few errors
<ul style="list-style-type: none"> • Minimal or no attention to register 	<ul style="list-style-type: none"> • Use of register is generally inappropriate for the presentation 	<ul style="list-style-type: none"> • Use of register may be inappropriate for the presentation with several shifts 	<ul style="list-style-type: none"> • Generally consistent use of register appropriate for the presentation, except for occasional shifts 	<ul style="list-style-type: none"> • Mostly consistent use of register appropriate for the presentation
<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
<ul style="list-style-type: none"> • Clarification or self-correction (if present) does not improve comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) usually does not improve comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) usually improves comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) improves comprehensibility
		<p>Scoring note: A response that does not explicitly compare may earn a score of 3 if it provides a suitable treatment of the topic, including a basic understanding of the target culture and the student’s own or another community.</p>	<p>Scoring note: A response that does not explicitly compare may earn a score of 4 if it provides a generally effective treatment of the topic, including some understanding of the target culture and the student’s own or another community.</p>	<p>Scoring note: A response that does not explicitly compare cannot earn a score of 5.</p>

Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- “*I don’t know,*” “*I don’t understand,*” or equivalent in any language
- Clearly responds to the prompt in English

NR: no response although recording equipment is functioning

Clarification Notes:

- The term “community” can refer to something as large as a continent or as small as a family unit.
 - The phrase “target culture” can refer to any community, large or small, associated with the target language.
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Question 4

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

The cultural comparison task assessed presentational speaking by having the student develop and deliver a spoken presentation comparing an aspect of the target culture with that of another community. Students were given 4 minutes to read the topic and plan the presentation, and then 2 minutes to deliver the presentation. The response received a single, holistic score based on how well it accomplished the assigned task.

The course theme for the cultural comparison task in 2024 was “Families and Communities” and the prompt asked students to compare the role of popular celebrations of the target community to those in their own community or another community.

Students were expected to compare the cultural features (products, practices, and perspectives) of a Spanish speaking community to their own community or any other community. This development was assessed by analyzing the students' treatment of the task, how well they demonstrated an understanding of the target culture, their use of transitional expressions to organize their presentation, and how their language use aided or impeded the presentation's overall comprehensibility.

Sample 4A

Score: 5

Transcript of Student's Response

Las celebraciones populares tienen un gran papel en muchos países alrededor del mundo entero especialmente en los Estados Unidos y en Colombia. En Estados Unidos cada año hay un . . un desfile para el día de Acción de Gracias en Nueva York para celebrar un . . un momento muy importante en la historia de los Estados Unidos. Es una celebración nacional y gente vienen de todas partes para ver los grandes floats relacionado al día. Um, y estos floats cogen mucho tiempo para diseñar y, um, muchas gentes, ah, duran meses preparando para este día. Similarmente Colombia tiene la Fiesta de las Cometas, es diferente porque no es una celebración nacional y es . . no es . . um . . de grah . . tanto importancia como el día de Acción de Gracias en los Estados Unidos, pero tam . . como esa celebración gente vienen del alrededor el país entero para unirse para este día especial y también para crear estas cometas, cogen mucho tiempo para diseñarlo y son muy grandes, y tienen disah . . diseños que son muy complicados, similar a los floats en el desfile en los Estados Unidos. En la Fiesta de las Cometas hay muchas actividades para todos diferentes y, um, también hacen un punto de celebrar la cultura y las cosas que son más especiales e . . en Colombia como la comida y la música y actividades tradicionales y es para gente de todas edades. Similarmente, um, para el día de Acción de Gracias, um, la comida es algo que es muy importante, pero es más enfocando en dando gracias para todo que tienes y . . um, todo que tienes la . . todos que . . todo que tienes la suerte de, ah, de tener en tu vida. Entonces los dos son muy similares en que representan un día muy importante donde la gente se unan . . une . . unean para celebrar su cultura.

Question 4 (continued)**Commentary**

This response demonstrates a strong performance in Presentational Speaking. The response shows an effective treatment of the topic within the context of the task by clearly comparing the role of a popular celebration in Colombia, *la Fiesta de las Cometas*, with Thanksgiving in the US: “*Las celebraciones populares tienen un gran papel en muchos países alrededor del mundo entero especialmente en los Estados Unidos y en Colombia.*” The response is organized around a pertinent and well-balanced comparison of the role of both festivities in terms of their historical origin and significance (in the case of Thanksgiving), their scope and reach (a national holiday for Thanksgiving and an event that attracts people from around the country in *Fiesta de las Cometas*), their impact on the lives of those who design and create the material artifacts that are symbols of each celebration (floats and kites, respectively), and the socio-cultural focus of each celebration (celebrating Colombian culture with activities for all ages and showing gratitude at Thanksgiving time, respectively). There is a clear comparison of two cultures with supporting details and relevant examples. As said earlier, in the case of Thanksgiving, the response specifies that it celebrates an important historical moment (“*para celebrar un . . . un momento muy importante en la historia de los Estados Unidos*”) and it also impacts the entire country because it is a national holiday (“*Es una celebración nacional y gente vienen de todas partes para ver los grandes floats relacionado al día*”) In addition, the celebration has great significance for those who design and create the floats in the parade: “*y estos floats cogen mucho tiempo para diseñar y, um, muchas gentes, ah, duran meses preparando para este día.*” The response then draws a very pertinent parallel to the significance of the *Fiesta de las Cometas*, with interesting similarities and differences in terms of its significance, national popularity, and impact on the lives of people who come to celebrate the holiday, as well as those who create the kites. “*Es diferente porque no es una celebración nacional y es . . . no es . . . um . . . de gran . . . tanto importancia como el día de Acción de Gracias en los Estados Unidos, pero tam . . . como esa celebración gente vienen del alrededor el país entero para unirse para este día especial y también para crear estas cometas, cogen mucho tiempo para diseñarlo y son muy grandes, y tienen diseños que son muy complicados, similar a los floats en el desfile en los Estados Unidos.*” The response also demonstrates understanding of the target culture within the context of the task. This extends from knowledge of products, practices and historical origin to the perspectives of celebrating national culture in the case of Colombia: “*En la Fiesta de las Cometas hay muchas actividades para todos diferentes y, um, también hacen un punto de celebrar la cultura y las cosas que son más especiales e . . . en Colombia como la comida y la música y actividades tradicionales y es para gente de todas edades*”; and the spirit of gratitude in the Thanksgiving tradition: “*Similarmente, um, para el día de Acción de Gracias, um, la comida es algo que es muy importante, pero es más enfocando en dando gracias para todo que tienes y . . . um, todo que tienes la . . . todos que . . . todo que tienes la suerte de, ah, de tener en tu vida.*” As a conclusion, the response points out that both festivities are important because they bring people together to celebrate important elements of their respective cultures. This is their main role: “*Entonces los dos son muy similares en que representan un día muy importante donde la gente se unan . . . unen . . . unen para celebrar su cultura.*”

Regarding language use and organization, the response is well organized around its thematic thread with effective use of transitional elements and cohesive devices, such as “*similarmente Colombia tiene la fiesta de . . .*”; “*es diferente porque . . .*”; “*Entonces los dos son muy similares en que representan un día muy importante.*” The response is fully understandable and demonstrates ease and clarity of expresión: “*Un desfile para el día de Acción de Gracias en Nueva York para celebrar un . . . un momento muy importante en la historia de los Estados Unidos.*” There are occasional errors that do not impede

Question 4 (continued)

comprehensibility: “*del muro entero*”; “*gente vienen de todas partes*”; “*a gente se unan . . . une . . . unean para celebrar su cultura.*” The response also establishes a well-organized comparison by using varied and appropriate vocabulary and idiomatic language: “*desfile*”; “*son muy complicados*”; “*gente vienen de todas partes*”; “*cogen mucho tiempo para diseñarlo*”; “*meses preparando para este día*”; “*es muy importante*”; “*enfocando en*”; “*dando gracias para todo.*” Additionally, the response shows accuracy and variety in grammar and syntax: “*en la Fiesta de las Cometas hay muchas actividades para todos diferentes y, um, también hacen un punto de celebrar la cultura y las cosas que son más especiales e . . . en Colombia como la comida y la música y actividades tradicionales y es para gente de todas edades.*” Even though there are a few errors, like “*de todas edades*” or “*es más enfocando en dando gracias,*” they do not impede comprehensibility. There are occasional instances of clarification or self-correction and they do improve comprehensibility: “*y tienen disa diseños.*” This response accordingly received a 5.

Sample: 4B**Score: 3****Transcript of Student’s Response**

¡Hola!, Yo hoy hablaré y compararé las culturas de Chile y los Estados Unidos . . . Um . . . y . . . en Chile . . . ah . . . hay muchas celebraciones que tiene historia con rel . . . ah . . . religión . . . ah . . . específicamente católica, . . . um . . . así las celebraciones . . . um, por ejemplo, Pascua y Navidad son un, son eventos para um celebrar familia y religión y . . . um . . . sí, pero en los Estados Unidos no hay un . . . ah . . . no hay mucho religión en comparision a . . . ah Chile así . . . ah . . . nuestras . . . uh . . . celebraciones son . . . ah . . . más . . . como . . . ah . . . independencia . . . y . . . um . . . mucho más, pero . . . uh . . . no son relis . . . religiosas . . . um . . . pero ah ambas países tiene . . . uh um . . . Navidad en común . . . um . . . En Chile . . . uh . . . las personas de Chile celebra . . . n . . . Navidad mucho por ejemplo, . . . ah, pero es más religioso . . . um . . . en Chile que los Estados Unidos y el . . . um . . . celebra . . . um . . . la celebración en los EEUU son sobre.

Commentary

This response demonstrates a fair performance in Presentational Speaking. The response demonstrates suitable treatment of the topic within the context of the task. There is a comparison between the target culture, Chile, and the United States highlighting a few details about the role of celebrations in each community: “*Pascua y Navidad son un, son eventos para um celebrar familia y religión;*” “*nuestras celebraciones son . . . ah . . . más . . . como . . . ah . . . independencia . . . y . . . um . . . mucho más, pero . . . uh . . . no son relis . . . religiosas.*” The response compares the target culture “*Chile*” with the student’s own culture “*Estados Unidos*” including a few supporting details; the sample states that in Chile, many celebrations have historical ties to religion, whereas in the United States, religious aspects play a smaller role: “*en Chile . . . ah . . . hay muchas celebraciones que tiene historia con rel . . . ah . . . religión;*” “*pero en los Estados Unidos no hay un . . . ah . . . no hay mucho religión en comparision.*” Additionally, the response demonstrates a basic understanding of Chilean culture, affirming that celebrations hold both religious and familial significance. “*En Chile . . . um . . . las personas de Chile celebra . . . n . . . Navidad mucho por ejemplo;*” “*por ejemplo, Pascua y Navidad son un, son eventos para um celebrar familia y religión.*”

Question 4 (continued)

In terms of organization and language use, the response exhibits some organization with limited use of transitional words. There is a repetition of terms like “*por ejemplo*” and “*pero*.” Although the overall comprehension is good, there are occasional errors in agreement and verb form. For instance, “*no hay mucho religión en comparación a . . ah Chile*” and “*ambas países tiene*.” The vocabulary used is appropriate but basic for this task. The response includes Spanish names for celebrations “*Pascua*” and “*Navidad*” and relevant words related to celebrations in both communities “*independencia*,” “*celebrar familia*,” “*religión*,” “*católica*,” and “*eventos*.” Additionally, there is evidence of some control over basic grammar and syntax, despite errors in verb usage and agreement: “*las personas de Chile celebra*,” “*mucho religión*,” “*ambas países tiene*.” Accurate lexical usage is evident in some instances, for example when comparing the two communities: “*pero es más religioso . . um . . en Chile que en los Estados Unidos*”; “*son eventos para um celebrar familia y religión*.” As for register, the introduction demonstrates an appropriate level of formality for a formal oral presentation: “*¡Hola!, Yo hoy hablaré y compararé las culturas de Chile y los Estados Unidos*.”

There are hesitations and pauses throughout the presentation that affect the pacing of the response, making it generally comprehensible: “*en los Estados Unidos no hay un . . ah . . no hay mucho religión*”; “*Um . . y . . en Chile . . ah . . hay muchas celebraciones*.” Clarification and self-correction sometimes improve comprehensibility in this response: “*las personas de Chile celebra . . n*”; “*el . . um . . celebra . . um . . la celebración*.” This response earned a score of 3.

Sample: 4C**Score: 1****Transcript of Student’s Response**

A esp, a hispánico comunidad es muy similar, similar de mi comunidad porque es mucho es . . hispánico en mi comunidad.

En e, en e comunidades mucho, mucho hispánico y todo lo, todos hablan español.

Tiene muchos en mi comunidadada tiene mucha fiesta. Tiene . . Tiene mucha celebración de, de la día de la madre, de . . de . .

En mi comunidad habla inglés y también habla español, habla . .

Cuan . . En mi comunidad, cuando tiene mucho.

Commentary

This response demonstrates a poor performance in Presentational Speaking. The response displays almost no treatment of topic within the context of the task. There is mention of “*hispánico comunidad*” and “*mi comunidad*” but the information about the topic is only related to one community: “*Tiene muchos en mi comunidadada tiene mucha fiesta. Tiene . . Tiene mucha celebración de, de la día de la madre*.” The information about the target culture refers only to the fact that Spanish is spoken in it, so there is almost no treatment of the topic: “*En e, en e comunidades mucho, mucho hispánico y todo lo, todos hablan español*.” The response

Question 4 (continued)

demonstrates minimal understanding of the target culture by simply stating that a Hispanic community exists, and that Spanish is spoken: “*mi comunidad porque es mucho es . . . hispánico en mi comunidad*”; “*En e, en e comunidades mucho, mucho hispánico y todo lo, todos hablan español.*”

Regarding organization and language use, the response shows little or no organization. Furthermore, there is no evidence of transitional elements: “*Tiene muchos en mi comunidad tiene mucha fiesta. Tiene . . . Tiene mucha celebracion de, de la dia de la madre, de . . . de . . .*” The response is barely understandable, with frequent or significant errors that impede comprehensibility: “*En e, en e comunidades mucho, mucho hispánico*”; “*Tiene muchos en mi comunidad tiene mucha fiesta.*” The response displays very few vocabulary resources with frequent repetition of the same words: “*habla inglés y también español, habla . . .*” The sample shows little to no control of grammar, syntax, and usage, with repetitions of “*mucho*” and “*tiene*”; “*En mi comunidad tiene muy muchas fiesta*”; “*En mi comunidad, cuando tiene mucho*”; “*es mucho es . . . hispánico en mi comunidad.*” Additionally, there is minimal or no attention to register and the response uses the grammatical third person in verbs inconsistently: *Tiene, habla, hablan, es*. Pronunciation, intonation, and pacing make the response difficult to comprehend. There are several attempts to use the word “*hispánico*” with different pronunciations (*hispánico, hispánico*). The frequent hesitations, repeated words, and mispronunciations impede comprehensibility: “*A esp, a hispánico comunidad es muy similar, similar de mi comunidad porque es mucho es . . . hispánico en mi comunidad.*” There are attempts to self-correct, but they do not improve comprehensibility: “*En e, en e comunidades mucho, mucho hispánico y todo lo, todos hablan español.*” This response received a score of 1.