



Chief Reader Report on Student Responses: 2024 AP[®] Spanish Literature and Culture Free-Response Questions

• Number of Students Scored	26,442		
• Number of Readers	142		
• Score Distribution	Exam Score	N	%At
	5	2,691	10.2
	4	6,272	23.7
	3	8,764	33.1
	2	5,702	21.6
	1	3,013	11.4
• Global Mean	3.00		

The following comments on the 2024 free-response questions for AP[®] Spanish Literature and Culture were written by the Chief Reader, Nereida Segura-Rico, Senior Clinical Lecturer at 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 lack of communication (*la falta de comunicación*) within the text.

Max Score: 3

Mean Score: Content: 1.93; Language: 2.36

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 period and author 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 “*No oyes ladrar los perros*” from *El llano en llamas* by Juan Rulfo, published in 1953. Students were asked to identify the period and the author, and to explain the development of the theme of lack of communication (*la falta de comunicación*) 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 skill(s) required on this question?

A successful response situated the short paragraph within the context of the 20th century and explained the development of the theme of lack of communication with relevant evidence from the text. Identification of the author strengthened the response. Strong responses focused on the break in communication between the father and son and gave evidence of their failed attempts to communicate with each other during the treacherous journey to Tonaya. These responses connected the conflictive relationship between the two characters with the environment. Successful responses explained the negative consequences of the lack of communication depicted in the text.

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">• Incorrectly identified the period and/or the author.• Mistook the period for literary movement and/or technique.	<ul style="list-style-type: none">• Correctly identified the period and/or the author.
<ul style="list-style-type: none">• Misunderstood the theme of <i>la falta de comunicación</i>.• Ineffectively explained the development of the theme in the text (e.g., merely summarized the text without discussion or explanation).	<ul style="list-style-type: none">• Demonstrated understanding of the theme.• Effectively explained the theme, supported by use of relevant language/vocabulary.

<ul style="list-style-type: none"> • Demonstrated a lack of knowledge of the text. 	<ul style="list-style-type: none"> • Demonstrated a knowledge of the text in connection to the development of the theme.
<ul style="list-style-type: none"> • Presented unclear and/or irrelevant evidence to explain the development of the theme. 	<ul style="list-style-type: none"> • Used relevant evidence from the excerpt and/or the entire text to support explanation of the theme.

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

- Review periodically with students the author and period of each of the works in the required reading list. Work with students to create flashcards or use study apps 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 (e.g., *año*, *siglo*, *época*). Teach students how to use Roman numerals. Help students situate the works within their historical and cultural context by providing key elements of identification of the historical periods and cultural movements. Use in-class visual and memorization activities to this end.
- Help students familiarize themselves with the specific tasks required in Question 1. Give students the opportunity to practice writing a response with time constraints (10 minutes, 5 for reading and planning).
- 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.
- Teach students that the bibliographical citation at the end of the fragment **does not** include the author's name.
- Ask students to read the question carefully and to highlight all the components that they need to answer in the response: recognize period, identify author, and explain the theme (supporting the explanation with evidence from the text).
- Practice with several questions. Assure that students understand the need to provide textual evidence to support the explanation. Train them to give at least two examples. Guide students in selecting relevant evidence from a text and integrating those textual references and quotations into their responses to support the explanation of a theme.
- Advise students to address all elements in the prompt, even if partially and even if they do not remember all the details about a text, a period, or an author.
- Help students recognize that they need to focus on the development of the theme and not on the explanation of literary devices. Advise students to write the period and author immediately and then go back to read the instructions a second time to begin the explanation of theme.
- Familiarize yourself with the AP rubrics used to score the questions and provide them to the students. Grade written assignments with the AP rubric. Have students evaluate their own and each other's written assignments using the AP rubric. Ask them to create questions about what the tasks are for each question on the exam (e.g., “¿En cuál pregunta haces comparación?”).
- 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. Review the differences between what it means to “explain,” “discuss,” and “address” in the context of the question. Help students recognize the difference between a summary and an explanation.

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 pages 182 and 191: <https://apcentral.collegeboard.org/media/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 2024 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 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 2013–2024 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 2013–2024 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 societies in contact (*las sociedades en contacto*) in the excerpt from the poem “A Roosevelt” and the artwork *Autorretrato en la frontera entre México y los Estados Unidos* in relation to the use of symbols.

Max Score: 3

Mean Score: Content: 2.15; Language: 2.48

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 poem “A Roosevelt” by Rubén Darío, published in 1905, and the artwork *Autorretrato en la frontera entre México y Estados Unidos* (1932) by Frida Kahlo. Students were asked to write a short response comparing the representation of societies in contact (*las sociedades en contacto*) in these two works in relation to the use of symbols (*el uso de símbolos*). 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 skill(s) required on this question?

Successful responses compared the theme in the text and the artwork with well-chosen evidence from the fragment and the artwork and related the theme to the use of symbols representing characteristics of the United States, Mexico and/or Latin America in the text, the artwork, or both. The most successful responses compared how both the text and the artwork portrayed the cultural, political, or economic differences between the United States and Latin America. These responses focused on how the United States was a threat to Latin America as a neocolonial or imperial power. They noted that in the poem this threat was political or cultural and that, in the artwork, the threat was cultural and/or economic, with modernization evidenced by the contrast of cultural and economic differences between the two regions. These responses also addressed the political influence of the United States on Latin America shown in the poem and compared it to elements in the artwork that underscore the difference between the depictions of an industrialized United States and an agrarian Mexico. Strong responses provided evidence of how the smoke from the U.S. factories came to invade the Mexican territory across the border, representing a symbolic colonization. These responses interpreted the artwork as juxtaposing an economically advanced United States, represented by different symbols of progress, with an economically challenged Mexico, symbolized by the skull, an ancient pyramid in ruins, decaying nature, and a forlorn moon.

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"> Lacked understanding of the theme (las sociedades en contacto) or the prompt. 	<ul style="list-style-type: none"> Demonstrated understanding of the theme of societies in contact.
<ul style="list-style-type: none"> Compared the two works without explaining the development of the theme (las sociedades en contacto). Detailed characteristics of the text vis-a-vis the visual characteristics of the artwork without comparing the works. 	<ul style="list-style-type: none"> 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"> Failed to explain the meaning of the symbols identified. Identified literary devices instead of symbols. 	<ul style="list-style-type: none"> Identified symbols and explained them in relation to the theme of societies in contact in the text, the artwork or both.
<ul style="list-style-type: none"> Lacked understanding of the historical context. Confused <i>modernismo</i> with modernity or the processes of modernization or industrialization. 	<ul style="list-style-type: none"> Effectively situated the works within the historical context, connecting the theme to symbols that represented the threat that the United States posed to Latin America as a neo-colonial power and a representative of modernization.
<ul style="list-style-type: none"> Lacked knowledge of the literary text, confusing the United States with Spanish America and/or Rubén Darío with José Martí. Misidentified the text as “<i>cuento</i>,” “<i>novela</i>,” “<i>ensayo</i>,” or “<i>carta</i>.” Misidentified the artist of the artwork, confusing Frida Kahlo with “Christie’s Images,” “Diego Rivera,” or “<i>Banco de México</i>.” 	<ul style="list-style-type: none"> Demonstrated knowledge of the literary text and effectively interpreted the work of art in connection to the theme of societies in contact, while identifying the text as a poem written by Rubén Darío and the painting as a self-portrait painted by Frida Kahlo.
<ul style="list-style-type: none"> Did not show the ability to compare the two works with a response that contained transition words or an organized structure. 	<ul style="list-style-type: none"> Provided a comparison using an organizational structure that supported the comparison and/or used vocabulary indicating comparison (“<i>a diferencia de</i>,” “<i>similar a</i>,” etc.)

<ul style="list-style-type: none"> Lacked 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"> Effectively addressed 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).
---	---

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

- Take time to go over all the elements that need to be addressed in the prompt and explain appropriate strategies, making sure that students understand what each response asks of them. Read through and highlight key words in the prompt, e.g., *compara* and *símbolos*.
- Give students the opportunity to practice writing a response with time constraints (10 minutes, 5 for reading and planning).
- Expose students to works of art and teach them how to explain them in connection to the required course readings and to a specified period, movement, literary genre, or technique.
- Make sure students distinguish between an effective comparison and a mere description of the work.
- Prepare students to write a topic sentence that compares or contrasts the works.
- Prepare students to write a “response” (leaving out extraneous information) instead of an essay.
- Create a portfolio or binder with all the works and, most importantly, have an analytical worksheet for each work. This worksheet should contain: the name of the work, the author, the country, the century, the historical context, two literary devices with evidence from the work, movement, vocabulary, a list of characters with description, and a summary.
- Teach the course in chronological order.

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 explanation 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>

- 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 and Art Comparison questions from previous exams. Teachers can also access three practice exams aligned to the 2024 Exam in the AP Question Bank, which provide additional practice for Text and Art Comparison questions and can be scored using the provided scoring guidelines.
- 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 **Scoring Notes** on the exam information page and carefully review them with students so that students will understand the expectations for performance and the evaluative criteria for each score point: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>
- Teachers can access some of the student samples of Free-Response Question 2 from 2013–2024 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 2013–2024 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 *El Conde Lucanor* represents the characteristics of metafiction and the sociocultural context of the Iberian Peninsula.

Max Score: 5

Mean Score: Content: 3.01; Language: 3.53

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 topic and the given cultural context. In this year’s exam, students were required to analyze how “*De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava*” (1331–1335) from *El Conde Lucanor* represents the characteristics of metafiction (*las características de la metaficción*) and the sociocultural context of the Iberian Peninsula during the Medieval period (*la península ibérica durante la época medieval*). Students were also asked to comment on the literary devices relevant to metafiction and to include examples from the text to support their analysis. 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 skill(s) required on this question?

Successful responses explained how metafiction manifests in the fragment. Strong responses explained that the story told is contained within a larger narrative framework, and that, furthermore, a third and even larger narrative frame is created at the end when the author refers to himself by saying that the author wrote a two-verse rhyme that condenses the moral of the story. These responses also explained relevant features of the sociocultural context of the Iberian Peninsula during the Medieval period. These responses addressed the patriarchal nature of society during the Medieval period and its institutions (marriage), and/or the coexistence of Christians, Muslims, and Jews in Christian and Muslim kingdoms in this territory. Strong responses also explained at least two literary devices related to metafiction, the most common of these being the framed narrative, the use of dialogue to distinguish between narrative frames, the main narrators of each frame, the type of language and literary devices used to distinguish each frame (i.e., didactic tone, hyperbole, humor, and the moral), and the author’s reference to himself. Successful responses were organized with a statement of purpose/thesis, a coherent structure, and a logical grouping and progression of ideas. Strong responses supported explanations with specific, well-chosen examples from the text, using transitional elements or cohesive devices.

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"> • Only discussed either metafiction or the cultural context (usually the latter). • Demonstrated lack of knowledge of what metafiction is (for example, confusing metafiction with fiction). • Summarized the plot without using any of it to discuss metafiction or the cultural context. 	<ul style="list-style-type: none"> • Explained how the text represents the specified topic of <i>la metaficción</i> and the cultural context of the Iberian Peninsula during the Medieval period.
<ul style="list-style-type: none"> • Did not include literary devices. • Discussed literary devices without relating them to metafiction and/or misapplying them. 	<ul style="list-style-type: none"> • Explained at least two literary devices (or at least two uses of one) related to metafiction.
<ul style="list-style-type: none"> • Lacked effective organization of ideas (i.e., purpose/thesis, paragraphing); did not use transitional elements or cohesive devices. 	<ul style="list-style-type: none"> • Effectively organized the essay with a statement of purpose/thesis, a cohesive structure, and a logical grouping of ideas; used transitional or cohesive devices.
<ul style="list-style-type: none"> • Failed to include examples from the text to support explanation. • Presented unclear and/or irrelevant evidence to explain metafiction. 	<ul style="list-style-type: none"> • Included relevant evidence to support the explanation.
<ul style="list-style-type: none"> • Misidentified the narrative voice in the different narrative frames in the text. • Misidentified characters, the author and/or literary devices (for example, identified Patronio as the boss because of a confusion with “<i>patrón</i>,” interpreted the ellipsis as part of the fragment rather than as an omission from the fragment). 	<ul style="list-style-type: none"> • Demonstrated understanding of the basic elements of the text.

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

- Have students watch the videos on AP Classroom for homework.
- Identify the tasks of each of the questions. With the students, read and examine the rubric as it relates to the tasks. Then, give students sample essays and have them apply the rubric to determine what score they would give. Students can also better the essay. They should do at least one a week.
- Translate the rubrics into Spanish to help students talk about essays in Spanish. Knowing this vocabulary also supports students' understanding of the tasks.
- Start with Q3 and Q4 to make sure students practice those questions. Many teachers start with Q1 and Q2, and don't go beyond.
- Have students write out their answers and essays with pen and paper, and time them, to practice for the exam. Make the example AP exam the final for the class.
- Don't assume students know how to write an essay. Give them a template or graphic organizer with the basics (introduction, thesis statement, body paragraphs, topic sentences, textual evidence, conclusion). Avoid summarizing.
- Teach punctuation, complete sentences that are grammatically correct, and paragraphing. Some essays that show varied vocabulary and therefore could receive a score of 5 in language might receive a lower score if the response is difficult to understand as a result from problems with these structural and syntactic features.
- Teach how to extract citations from the text to support arguments made in the essay.
- Create conceptual maps for each historical period, literary movement, text, etc., with vocabulary specific to each. Students typically find this fun to do.
- Create a Padlet for the class in which students create a page about each text naming the work, writing a summary, explaining the main topic, contextualizing the work in its historical period/literary movement, attaching a relevant painting, identifying literary devices, etc.
- Use the progress checks in AP Classroom.
- Collaborate with colleagues in English Literature, History, Art, etc., to learn from each other and find common topics to teach in your respective classes. Invite colleagues to give lessons in your class.

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 text explanation 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 2013–2024 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 2013–2024 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 time and space in a fragment from “*Como la vida misma*” by Rosa Montero and in a fragment from “*Hombre de ciudad*” by Roberto Arlt, comparing thematic development in the two texts.

Max Score: 5

Mean Score: Content: 3.46; Language: 3.67

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 “*Como la vida misma*” (1982) by Rosa Montero (on the required list) and a fragment from “*Hombre de ciudad*” (1933) by Roberto Arlt (not on the list). Students were asked to analyze the effect of literary devices used by both authors to develop the theme of time and space (*el tiempo y el espacio*) 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 skill(s) required on this question?

Successful essays compared how both fragments developed the theme of *el tiempo y el espacio*, supported the comparison of the theme with relevant evidence from the texts, and explained how literary devices contributed to the development of the theme. Strong responses focused on the construction of *el tiempo y el espacio* in an urban space in “*Como la vida misma*” and in urban and rural spaces in “*Hombre de ciudad*.” These responses also explained how the narrator in each text responds to his own living environment. Successful responses pointed out how both fragments present the social pressures to which urban dwellers are subjected while also highlighting the differences regarding each narrator’s response to said pressures. In these responses, students explained relevant rhetorical, stylistic, or structural features in both texts, such as antithesis, apostrophe, enumeration, hyperbole, metaphor, repetition, and the use of colloquial language 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"> • Lacked understanding of the theme. • Compared the fragments without a discussion of the theme. • Discussed the theme without developing a comparison. • Discussed the theme in one of the fragments, but not in the other one. • Lacked knowledge of the text on the required reading list for the course (“<i>Como la vida misma</i>”). 	<ul style="list-style-type: none"> • Successfully demonstrated understanding of the theme and compared the development of the theme of time and space in both fragments. • Successfully showed familiarity with the text included in the course reading list.
<ul style="list-style-type: none"> • Lacked identification of literary devices. • Listed literary resources without explaining them in relation to the development of the theme. • Used poetic devices to explain these narrative texts (i.e., anaphora). • Interpreted the ellipsis as part of the fragment rather than as the omission from the fragment. 	<ul style="list-style-type: none"> • Explained literary devices with clear examples from both fragments.
<ul style="list-style-type: none"> • Lacked understanding of the vocabulary in the second fragment (“<i>Hombre de ciudad</i>”). • Discussed only the two first paragraphs about the city in “<i>Hombre de ciudad</i>” without including the two last paragraphs about the village. 	<ul style="list-style-type: none"> • Successfully explained the second fragment.
<ul style="list-style-type: none"> • Lacked introduction (thesis), well-organized development of the argument with evidence from both texts, and conclusion. 	<ul style="list-style-type: none"> • Developed a coherent essay with clear examples from the fragments.

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve 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 fully; 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 explain those devices to support comparative analysis of the development of the theme.
- Make a list of literary devices for poetry and another one for narrative.
- Help students to 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 to develop and use appropriate, cohesive devices and transitional phrases to compare and 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. The essay should have a clear introduction, body, and 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.
- Teach students how to clearly compare the two works and connect the literary devices to the theme.
- Have students practice writing responses under the same conditions and constraints as those of the AP Exam.

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

- Teachers should be aware of the expectations/requirements for this question and should share them with students. A brief description of this question is found on pages 182 and 191 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 explanation 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 2024 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 **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 2013–2024 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 2013–2024 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>