



Chief Reader Report on Student Responses:

2025 AP[®] Spanish Literature and Culture Free-Response Questions

| | | | |
|-----------------------------|------------|--------|------|
| • Number of Students Scored | 27,266 | | |
| • Number of Readers | 152 | | |
| • Score Distribution | Exam Score | N | %At |
| | 5 | 2,468 | 9.1 |
| | 4 | 6,444 | 23.6 |
| | 3 | 10,269 | 37.7 |
| | 2 | 5,678 | 20.8 |
| | 1 | 2,407 | 8.8 |
| • Global Mean | 3.03 | | |

The following comments on the 2025 free-response questions for AP[®] Spanish Literature and Culture were written by the Chief Reader, Lisa Nalbone, Professor at the University of Central Florida, with the help of the Assistant Chief Reader, Exam Leaders, and 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 socioeconomic divisions (*las divisiones socioeconómicas*) within the text.

Max Score: 3

Mean Score: Content 1.70; Language: 2.38

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 from the play *El hombre que se convirtió en perro* by Osvaldo Dragún, published in 1957. Students were asked to identify the period and the author, and to explain the development of the theme of socioeconomic divisions (*las divisiones socioeconómicas*) 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 fragment within the context of the second half of the 20th century and explained the development of the theme of socioeconomic divisions with relevant evidence from the text. Identification of the author strengthened the response. Strong responses focused on the socioeconomic divisions between workers and employers, including elements such as work conditions, salary, lack of employment security and the impact of these elements on the worker's family life. These strong responses showed the effects of these divisions among the play's characters. Successful responses explained the negative consequences of the socioeconomic divisions 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>las divisiones socioeconómicas</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.Explained the theme, supported by the 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 knowledge of the text in connection with the development of the theme. |
| <ul style="list-style-type: none"> Presented unclear and/or irrelevant evidence to explain the development of the theme. Responses were sometimes too brief, lacking the necessary depth and detail required to fully address the question. | <ul style="list-style-type: none"> Used relevant evidence from the fragment 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 work on 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*, and *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.
- Help students familiarize themselves with the specific tasks required in Question 1. Give students the opportunity to practice writing a response with time constraints (5 minutes for reading and planning, 10 minutes for writing).
- 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 or period.
- Ask students to read the question carefully and to highlight all the components that they need to address 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 the 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 for the tasks for each Free Response Question on the exam so that they may identify how well the response addresses the prompt.
- 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 free-response question. They can access information about its structure, content, and question sample in the Spanish Literature and Culture Course and Exam Description, pages 182 and 191: <https://apcentral.collegeboard.org/media/pdf/ap-spanish-literature-and-culture-course-and-exam-description.pdf>. The Scoring Guidelines appear on pages 195 and 196.
- 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 questions 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 and University Faculty Lectures) and again in the 2021 and 2022 AP Exam On-Demand Review Video Sessions: <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 2025 Exam, 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 carefully review with their students the Scoring Guidelines and the Scoring Notes on the exam to promote their students’ understanding of the 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 posted on the Exam Information page on AP Central 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 recent samples of Free-Response Question 1 that are posted on the Exam Information page and use these samples 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 into a higher score category:
<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam>.
- Teachers can design activities using Educational Technology Tools such as digital response systems, interactive learning tools, and summative/formative assessment tools.

Question 2

Task: Text and Art Comparison

Topic: Compare the representation of duality of being (*la dualidad del ser*) in the excerpt from the poem “A Julia de Burgos” and the artwork *Amor sagrado, amor profano* in relation to the technique of *el desdoblamiento*.

Max Score: 3

Mean Score: Content: 2.09; Language: 2.53

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 Julia de Burgos” by Julia de Burgos, published in 1939, and the artwork *Amor sagrado, amor profano* (1908) by Julio Romero de Torres. Students were asked to write a short response comparing the representation of duality of being (*la dualidad del ser*) in these two works in relation to the use of the technique of *el desdoblamiento*. 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 effectively compared the theme in both works with well-chosen evidence from the fragment and the artwork and connected the comparison to the specified technique of *el desdoblamiento*. The most successful responses compared how both the text and the artwork portrayed the theme of duality of being (*la dualidad del ser*). These responses focused on how the text presents Julia de Burgos’s duality of being as private and public figures, comparing that presentation to how the painting depicts the divided identity of the two women. These responses also addressed the technique of *el desdoblamiento* in the text, in the painting or in both, explaining how the poem presents the two sides of the subject “Julia de Burgos” using the pronouns “yo” and “tú” and/or verbs conjugated in the first person and second person singular, and how the painting depicts two women that physically resemble each other but are dressed in opposing ways (e.g., white dress versus black dress). Strong responses provided evidence of how *el desdoblamiento* in both works points to the pressures that society imposes on women, presenting gender roles and behaviors that are sanctioned by patriarchal norms, as well as the desire to break with those norms.

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 of <i>la dualidad del ser</i>. | <ul style="list-style-type: none">Demonstrated understanding of the theme of <i>la dualidad del ser</i>. |

| | |
|---|---|
| <ul style="list-style-type: none"> • Compared the two works without explaining the development of the theme (<i>la dualidad del ser</i>). • Detailed characteristics of the text and the visual characteristics of the artwork without comparing the works. | <ul style="list-style-type: none"> • Compared the theme in the poem and in the artwork and discussed both works in a balanced way. |
| <ul style="list-style-type: none"> • Misunderstood how social norms are represented in women's expected social behavior as well as in women's dress codes during the first half of 20th century (long black dress = evil versus short white dress = purity). | <ul style="list-style-type: none"> • Effectively identified social norms and class privileges during the first half of the 20th century. |
| <ul style="list-style-type: none"> • Did not convey an understanding of the meaning of <i>el desdoblamiento</i> or the difference between <i>el desdoblamiento</i> and <i>dualidad del ser</i>. | <ul style="list-style-type: none"> • Conveyed an understanding of the meaning of <i>el desdoblamiento</i> and distinguished between <i>el desdoblamiento</i> and <i>la dualidad del ser</i>. |
| <ul style="list-style-type: none"> • Lacked relevant evidence from the text and/or artwork to support the comparison of the theme. | <ul style="list-style-type: none"> • Used relevant evidence from the poem and the artwork to support comparison of the theme. |
| <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"> • Used words and phrases to support an effective comparison ("<i>a diferencia de</i>," "<i>igual que</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, for example in this question, *compara* and *desdoblamiento*.
- 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. Visit art museums and invite artists as guest speakers.
- Make sure students distinguish between a 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, country, century, 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 free-response 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 questions 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) and, again, in the 2021 and 2022 AP Exam On-Demand Review Video Sessions: <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 2025 Exam, 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://secure-media.collegeboard.org/apc/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 student samples of Free-Response Question 2 posted on the Exam Information page on AP Central and review the scoring guidelines with students to promote the understanding of 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 recent samples of Free-Response Question 2 that are posted on the Exam Information page and use these samples 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>.
- Teachers can ask students to write a sample response and grade it themselves, or have it peer-reviewed, based on the Scoring Guidelines. These responses should also include practicing transitional words as well as words and phrases that support comparative writing.

Question 3

Task: Analysis of a Single Text

Topic: Analyze how the fragment from *San Manuel Bueno, mártir* by Miguel de Unamuno represents the characteristics of the novel and the sociocultural context of Spain at the beginning of the 20th century.

Max Score: 5

Mean Score: Content: 2.14; Language: 3.04

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 required reading list, represents both the topic and the given cultural context. In this year's exam, students were required to analyze how *San Manuel Bueno, mártir* (1933) represents the characteristics of the novel (*las características de la novela*) and the sociocultural context of Spain at the beginning of the 20th century (*España a principios del siglo XX*). Students were also asked to comment on the literary devices relevant to the novel 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 the characteristics of the novel manifest in the text. Strong responses explained that characters are developed through their actions as well as through their thoughts and beliefs. These responses also explained relevant features of the sociocultural context of Spain at the beginning of the 20th century. These responses addressed how villages managed to create a strong sense of community, with the Catholic Church and the figure of the priest at its center. These responses explained that Don Manuel is not only a spiritual leader, but he also participates in all activities associated with daily life in his rural community. Strong responses also explained at least two literary devices related to the characteristics of the novel, the most common of these being the first-person narrator, the use of dialogue to distinguish beliefs between characters, language registers (with examples of vocabulary associated with the countryside and agriculture), plot, and physical and symbolic space. Successful responses were organized to include 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 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 the characteristics of the genre of the novel or the sociocultural context (usually the latter).Demonstrated lack of knowledge of the characteristics of the novel, confusing | <ul style="list-style-type: none">Explained how the text represents the characteristics of the novel and the sociocultural context of Spain at the beginning of the 20th century. |

| | |
|---|---|
| <p>characteristics of the novel with poetic devices.</p> <ul style="list-style-type: none"> Summarized the plot without using any of it to discuss characteristics of the novel as genre or the sociocultural context. | |
| <ul style="list-style-type: none"> Failed to include literary devices. Discussed literary devices without relating them to characteristics of the novel 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 the characteristics of the novel. |
| <ul style="list-style-type: none"> Failed to include examples from the text to support explanation. Presented unclear and/or irrelevant evidence to explain characteristics of the novel. Presented erroneous information about the sociocultural context. | <ul style="list-style-type: none"> Included clear and relevant evidence to support the explanation. |
| <ul style="list-style-type: none"> Mistook period for literary movement and misidentified the movement (<i>Vanguardismo</i>, <i>Boom</i>, <i>Barroco</i>). Misidentified literary devices (<i>apóstrofe</i>, <i>retruécano</i>). Misidentified characters (for example, identified Don Manuel as the biological father of the boy who was sent to fetch cattle). | <ul style="list-style-type: none"> Demonstrated understanding of the basic elements of the text. |
| <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"> Organized the essay with a statement of purpose/thesis, a cohesive structure, and a logical grouping of ideas; used transitional or cohesive devices. |

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 different tasks that they need to address in the question. 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 suggest ways to improve 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.
- Ensure that students practice responding to all four free-response 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 a practice of the four Free-Response Questions the final exam 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 receive a score of 5 in language might receive a lower score if the response is difficult to understand as a result of weaknesses in these structural and syntactic features.
- Teach students 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.
- Have students create a page/poster about each text naming the work, writing a summary, explaining the main topic, contextualizing the work in its historical period and 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 free-response 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 questions 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 and University Faculty Lectures) and, again, in the 2021 and 2022 AP Exam On-Demand Review Video Sessions: <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 2025 Exam, 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://secure-media.collegeboard.org/apc/AP_SpanishLiteratureGlossaryOfLiteraryTerms.pdf.
- Teachers can access the Scoring Guidelines and 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 posted on the Exam Information page on AP Central 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: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap%20spanish-literature-and-culture>
- Teachers can access recent samples of Free-Response Question 3 that are posted on the Exam Information page and use these samples 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/past-exam-questions>.

Question 4

Task: Text Comparison

Topic: Analyze the effect of literary devices used to develop the theme of introspection in a fragment from “En una tempestad” by José María Heredia and in “Lo fatal” by Rubén Darío, comparing thematic development in the two texts.

Max Score: 5

Mean Score: Content: 2.65; Language: 3.31

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 required reading list and one new, not on the 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 “En una tempestad” (1822) by José María Heredia (on the required list) and the poem “Lo fatal” (1905) by Rubén Darío (not on the list). Students were asked to analyze the effect of literary devices used by both authors to develop the theme of introspection (*la introspección*) 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 poems developed the theme of *la introspección*, 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 explained how the poetic voice in “En una tempestad” and in “Lo fatal” reflects on its own mortality and the meaning of life using images from nature. Successful responses pointed out how both poems present the introspective process of the poetic voice while highlighting the differences regarding each process. In these responses, students explained relevant rhetorical, stylistic, or structural features in both poems, such as apostrophe, asyndeton, hyperbole, metaphor, ellipsis, rhetorical questions, tone, and sensorial images 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 texts without a discussion of the theme.• Discussed the theme without developing a comparison. | <ul style="list-style-type: none">• Successfully demonstrated understanding of the theme and compared the development of the theme of introspection in both texts.• Successfully showed familiarity with the poem included in the course reading list. |

| | |
|--|--|
| <ul style="list-style-type: none"> Discussed the theme in one of the poems but not in the other one. Lacked knowledge of the text on the course reading list (“En una tempestad”). | |
| <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. | <ul style="list-style-type: none"> Explained literary devices with clear examples from both poems. |
| <ul style="list-style-type: none"> Discussed only the first poem. Lacked understanding of the vocabulary in the second poem (“Lo fatal”). | <ul style="list-style-type: none"> Demonstrated an understanding of both poems and included an explanation of both texts in the response. |
| <ul style="list-style-type: none"> Lacked an introduction (thesis), well-organized development of the argument with evidence from both poems, and conclusion. | Developed a coherent essay with a statement of purpose/thesis, and a logical grouping of ideas; used transitional or cohesive devices. |

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. Provide feedback based on proficiency guidelines and AP rubrics for students to improve their essays.
- 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 explain.
- 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. Remind students that structural devices like rhyme are difficult to explain in connection to the development of the theme. Practice finding literary devices in different genres.
- 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. Shorter quotations are preferable to longer block quotes.
- 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 the 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. Ask students to write prompts to answer in groups.
- Teach students that *comparar* in Spanish implies compare and contrast, so that they explain both similarities and differences. Study the additional vocabulary provided in the unit lessons in the course guide.
- Have students practice writing responses under the same conditions and constraints as those of the AP Exam. Complete at least 3 mock exams (December, February, March/April).

- Collaborate with teachers from other disciplines (e.g., English, History, and Art).
- Practice writing short answers and essays in sections/ teams over multiple days (exit/entrance tickets; write & pass).

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 free-response 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/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 questions 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 and University Faculty Lectures) and, again, in the 2021 and 2022 AP Exam On-Demand Review Video Sessions: <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 2025 Exam, 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://secure-media.collegeboard.org/apc/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>.

- Teachers can access some of the student samples of Free-Response Question 4 posted on the Exam Information page on AP Central 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/past-exam-questions>.
- Teachers can access recent samples of Free-Response Question 4 that are posted on the Exam Information page and use these samples throughout the year to practice this question with their students: <https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam/past-exam-questions>. 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.
- Teachers can design activities using Educational Technology Tools such as digital response systems, interactive learning tools, and summative/formative assessment tools.