

2019

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AP[®] Spanish Literature and Culture

Scoring Guidelines

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AP[®] SPANISH LITERATURE AND CULTURE

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Question 1

Short Answer: Text Explanation
Text: “Peso ancestral,” Alfonsina Storni
Theme: *La tradición y la ruptura*

3 The response correctly identifies the author and the period and effectively explains the development of the theme in the text.

- Identifies correctly the author and the period.
- Effectively explains the development of the theme in the text.
- Supports response with relevant evidence from the text.

2 The response correctly identifies either the author or the period and explains the development of the theme in the text; description and narration are present but do not outweigh explanation.

- Identifies correctly either the author or the period.
- Explains the development of the theme in the text.
- Supports response with evidence from the text, but evidence may not be clear or relevant.

Note: A response that fails to correctly identify both the author and the period must have a good explanation of the development of the theme in the text in order to earn a score of 2.

1 The response incorrectly identifies the author and/or the period; response does not successfully explain the development of the theme in the text; description and narration outweigh explanation; irrelevant comments may predominate.

- Fails to correctly identify the author and/or the period.
- Attempts to explain the development of the theme in the text.
- Fails to adequately support response with textual evidence.

Note: A response that correctly identifies the author and/or the period but does not explain the development of the theme in the text cannot earn a score higher than 1.

0 The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.

Note: A response that merely restates part or all of the prompt or stimulus receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.

— **Response is blank.**

Note: A response that receives a (—) in content must also receive a (—) in language.

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Question 1 (continued)

Language Usage

3 Language usage is appropriate to the task, generally accurate, and varied; the reader’s understanding of the response is clear and supported by the student’s use of language.

- Vocabulary is varied and appropriate to the topic or works being discussed.
- Control of grammatical and syntactic structures is very good in spite of a few errors; use of verb tenses and mood is generally accurate; word order and formation are generally accurate.
- There are very few errors in conventions of written language (e.g., spelling, accent marks, punctuation).

2 Language usage is appropriate to the task and sometimes accurate; the reader understands the response, although the student’s use of language is somewhat limited.

- Vocabulary is appropriate to the topics or works being discussed but may limit the student’s ability to present relevant ideas.
- Control of grammatical and syntactic structures is adequate, but there are some errors; errors in the use of verb tenses and moods are frequent, but do not detract from overall understanding; there are occasional errors in word order and formation.
- There are some errors in conventions of written language (e.g., spelling, accent marks, punctuation), but they do not impede communication.

1 Language usage is inappropriate to the task, inaccurate, or insufficient; the reader struggles to create an understanding of the response.

- Vocabulary is insufficient or inappropriate to the topics or works being discussed; errors render comprehension difficult.
- Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, or word formation are frequent and impede comprehension.
- There are frequent errors in conventions of written language (e.g., spelling, accent marks, punctuation) that impede communication.

0 The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.

Note: A response that merely restates part or all of the prompt or stimulus receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.

— **Response is blank.**

Note: A response that receives a (—) in content must also receive a (—) in language.

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Question 2

Short Answer: Text and Art Comparison

Text: Excerpt from “Lazarillo de Tormes,” Anónimo

Artwork: “El caballero de la mano en el pecho,” El Greco

Theme: *El honor*

Literary Period: *Siglo de Oro*

3 The response effectively compares the theme in the works and relates the theme of the text and the artwork to the *Siglo de Oro*.

- Effectively compares the theme in the works.
- Effectively relates the theme of the text and artwork to the *Siglo de Oro*.
- Supports response with relevant evidence from both works.

2 The response compares the theme in the works and relates the theme to the *Siglo de Oro*; description outweighs comparison.

- Compares the theme in the works, but description of the elements of both works outweighs comparison.
- Relates the theme of the text and artwork to the *Siglo de Oro*, but the connection among these elements may not be clear.
- Supports response with evidence from both works, but evidence may not be clear or relevant.

Note: If the response does not relate the theme to the *Siglo de Oro*, the comparison of the theme between the text and the artwork must be effective to earn a score of 2.

1 The response attempts to compare the theme in the works and/or attempts to relate the theme to the *Siglo de Oro*; description outweighs comparison; irrelevant comments may predominate.

- Attempts to compare the theme in the works, yet the response is incomplete or insufficient.
- Attempts to relate the theme of the text and artwork to the *Siglo de Oro*, yet the response is incomplete or insufficient.
- Does not provide supporting evidence from both works.

Note: A response that discusses the theme only in the text or the artwork, or a response that only discusses the *Siglo de Oro* cannot receive a score higher than 1.

0 The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.

Note: A response that merely restates part or all of the prompt or stimuli receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.

— **Response is blank.**

Note: A response that receives a (—) in content must also receive a (—) in language.

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Question 2 (continued)

Language Usage

- 3 Language usage is appropriate to the task, generally accurate, and varied; the reader’s understanding of the response is clear and supported by the student’s use of language.**
- Vocabulary is varied and appropriate to the topic or works being discussed.
 - Control of grammatical and syntactic structures is very good in spite of a few errors; use of verb tenses and mood is generally accurate; word order and formation are generally accurate.
 - There are very few errors in conventions of written language (e.g., spelling, accent marks, punctuation).
- 2 Language usage is appropriate to the task and sometimes accurate; the reader understands the response, although the student’s use of language is somewhat limited.**
- Vocabulary is appropriate to the topics or works being discussed but may limit the student’s ability to present relevant ideas.
 - Control of grammatical and syntactic structures is adequate, but there are some errors; errors in the use of verb tenses and moods are frequent, but do not detract from overall understanding; there are occasional errors in word order and formation.
 - There are some errors in conventions of written language (e.g., spelling, accent marks, punctuation), but they do not impede communication.
- 1 Language usage is inappropriate to the task, inaccurate, or insufficient; the reader struggles to create an understanding of the response.**
- Vocabulary is insufficient or inappropriate to the topics or works being discussed; errors render comprehension difficult.
 - Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, or word formation are frequent and impede comprehension.
 - There are frequent errors in conventions of written language (e.g., spelling, accent marks, punctuation) that impede communication.
- 0 The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.**

Note: A response that merely restates part or all of the prompt or stimuli receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.

— **Response is blank.**

Note: A response that receives a (—) in content must also receive a (—) in language.

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Question 3

Essay: Analysis of Single Text

Text, Technique, and Cultural Context

Text: Excerpt from “San Manuel Bueno, mártir,” Miguel de Unamuno

Technique: *La metaficción*

Cultural Context: *La España de principios del siglo XX*

- 5 The essay clearly analyzes how the text represents both the specified technique and the given cultural context.**
- Analyzes how characteristics of the text represent the specified technique.
 - Analyzes how cultural products, practices, or perspectives found in the text relate to the given cultural context.
 - Effectively discusses a variety of rhetorical, stylistic, or structural features in the text.
 - Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed essay.
 - Supports analysis by integrating specific, well-chosen textual examples throughout the essay.
- 4 The essay analyzes how the text represents both the specified technique and the given cultural context; description and narration are present but do not outweigh analysis.**
- Explains how characteristics of the text represent the specified technique.
 - Explains how cultural products, practices, or perspectives found in the text relate to the given cultural context.
 - Discusses rhetorical, stylistic, or structural features in the text.
 - Includes an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas.
 - Supports analysis with appropriate textual examples.
- 3 The essay attempts to analyze how the text represents the specified technique and the given cultural context; however, description and narration outweigh analysis.**
- Describes characteristics of the text that represent the specified technique.
 - Describes cultural products, practices, or perspectives of the given cultural context found in the text.
 - Describes some rhetorical, stylistic, or structural features in the text.
 - Includes a statement of purpose, evidence of organization (a stated topic, an introduction, a conclusion), and a logical progression of ideas.
 - Elaborates on main points and supports observations with examples; however, the examples may not always be clear and relevant.
 - Contains some errors of interpretation, but errors do not detract from the overall quality of the essay.

Note:

A. If the essay has a significantly unbalanced focus on either the specified technique or the given cultural context and discusses rhetorical, stylistic, or structural features, the analysis must be good to earn a score of 3.

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Question 3 (continued)

B. If the essay has a balanced focus on both the specified technique and the cultural context but does not discuss rhetorical, stylistic, or structural features, the analysis must be good to earn a score of 3.

C. If the essay focuses only on either the specified technique or the given cultural context and discusses rhetorical, stylistic, or structural features, the analysis of either the specified technique or the given cultural context and the discussion of the rhetorical, stylistic, or structural features must be good to earn a score of 3.

2 The essay shows little ability to analyze how the text represents the specified technique and the given cultural context; summary and paraphrasing predominate.

- Identifies characteristics of the text that represent the specified technique, but they may not be clear or relevant.
- Identifies cultural products, practices, or perspectives of the given cultural context found in the text, but they may not be clear or relevant.
- Identifies rhetorical, stylistic, or structural features in the text, but they may not be relevant.
- May not clearly state a purpose or be organized around a central idea or argument; progression of ideas may not be logical.
- Presents main points and some details; describes basic elements of the text but may do so without examples or supporting an argument.
- Contains some errors of interpretation that occasionally detract from the overall quality of the essay.

Note: An essay that treats only the specified technique or the given cultural context without mentioning the rhetorical, stylistic, or structural features cannot receive a score higher than 2.

1 The essay is inaccurate and insufficient; there is no attempt to analyze how the text represents the specified technique and the given cultural context; irrelevant comments predominate.

- Demonstrates lack of understanding of characteristics of the text that represent the specified technique.
- Demonstrates lack of understanding of the text, or cultural products, practices, or perspectives of the given cultural context found in the text.
- May not identify rhetorical, stylistic, or structural features in the text.
- Does not state a purpose, show evidence of organization, or offer a progression of ideas.
- May consist entirely of summary or paraphrasing of the text without examples relevant to the technique or the given cultural context.
- Contains frequent errors of interpretation that significantly detract from the overall quality of the essay.

0 The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.

Note: An essay that merely restates part or all of the prompt or stimulus receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

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Note: An essay that receives a (—) in content must also receive a (—) in language.

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Question 3 (continued)

Language Usage

- 5 Language usage is appropriate to the task, generally accurate, and varied; the reader’s understanding of the response is clear and supported by the student’s use of language.**
- Vocabulary is varied and appropriate to the text(s) being discussed, presents main ideas and supporting details, and communicates some nuances of meaning.
 - Control of grammatical and syntactic structures is very good; use of verb tenses and moods is generally accurate; word order and formation are accurate; use of cohesive devices and transitional elements or both is appropriate to guide understanding.
 - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; paragraphing shows grouping and progression of ideas.
- 4 Language usage is appropriate to the task and generally accurate; the reader’s understanding of the response is clear and not affected by errors in the student’s use of language.**
- Vocabulary is appropriate to the text(s) being discussed and presents main ideas and some supporting details.
 - Control of grammatical and syntactic structures is good; occasional errors in the use of verb tenses and moods do not detract from understanding; word order and formation are mostly accurate.
 - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; occasional errors do not detract from understanding; paragraphing shows grouping and progression of ideas.
- 3 Language usage is appropriate to the task and sometimes accurate; the reader understands the response though the student’s use of language is somewhat limited.**
- Vocabulary is appropriate to the text(s) being discussed but may limit the student’s ability to present some relevant ideas.
 - Control of grammatical and syntactic structures is adequate; errors in the use of verb tenses and moods may be frequent but do not detract from overall understanding; word order and formation are generally accurate.
 - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are sometimes accurate; numerous errors do not detract from overall understanding; paragraphing shows grouping of ideas.
- 2 Language usage is sometimes inappropriate to the task and generally inaccurate; the reader must supply inferences to make the response understandable.**
- Vocabulary may be inappropriate to the text(s) being discussed and forces the reader to supply inferences.
 - Control of grammatical and syntactic structures is weak; errors in verb forms, word order, or word formation are numerous and serious enough to impede comprehension at times.
 - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally inaccurate; errors are numerous and serious enough to impede comprehension at times; paragraphing may not show grouping of ideas.

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Question 3 (continued)

1 Language usage is inappropriate to the task, inaccurate, or insufficient; the reader struggles to create an understanding of the response.

- Vocabulary is insufficient or inappropriate to the text(s) being discussed; errors render comprehension difficult.
- Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, or word formation are nearly constant and impede comprehension frequently.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are inaccurate; errors are nearly constant and impede comprehension frequently; there may be little or no evidence of paragraphing.

0 The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.

Note: An essay that merely restates part or all of the prompt or stimulus receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

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Note: An essay that receives a (—) in content must also receive a (—) in language.

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Question 4

Essay: Text Comparison

Texts and Theme

Text 1: Excerpt from “Nuestra América,” José Martí

Text 2: Excerpt from “No llores por nosotros, Puerto Rico,” Luis Rafael Sánchez

Theme: *El nacionalismo*

5 The essay clearly analyzes the literary devices and compares the theme in the texts.

- Effectively analyzes rhetorical, stylistic, or structural features in both texts in relation to the development of the theme.
- Analyzes the development of the theme in both texts to support comparative analysis.
- Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed essay.
- Supports analysis by integrating specific, well-chosen textual examples throughout the essay.

4 The essay analyzes the literary devices and compares the theme in the texts; description and narration are present but do not outweigh analysis.

- Discusses rhetorical, stylistic, or structural features in both texts in relation to the development of the theme.
- Explains and compares the presence of the theme in the texts.
- Includes an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas.
- Supports analysis with appropriate textual examples.

3 The essay attempts to analyze the literary devices and compare the theme in the texts; however, description and narration outweigh analysis.

- Describes some rhetorical, stylistic, or structural features in both texts and attempts to explain their relevance to the theme.
- Describes the presence of the theme in both texts.
- Includes a statement of purpose, evidence of organization (a stated topic, an introduction, a conclusion), and a logical progression of ideas.
- Elaborates on main points and supports observations with examples; however, the examples may not always be clear and relevant.
- Contains some errors of interpretation, but errors do not detract from the overall quality of the essay.

Note:

A. If the essay has a significantly unbalanced focus on one of the texts, the analysis must be good to merit a 3.

B. If the essay does not include literary devices, the comparison of the theme in the texts must be good to merit a 3.

C. If the essay suggests a lack of understanding of the theme, the analysis of literary devices in both texts must be good to merit a 3.

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Question 4 (continued)

2 The essay shows little ability to analyze the literary devices or compare the texts; summary and paraphrasing predominate.

- May identify some rhetorical, stylistic, or structural features in one or both texts but may not explain their relevance to the theme.
- Describes the presence of the theme in one text, but the description of the theme in the other text is weak.
- May not clearly state a purpose or be organized around a central idea or argument; progression of ideas may not be logical.
- Presents main points and some details, describes basic elements of texts but may do so without examples or supporting an argument.
- Contains some errors of interpretation that occasionally detract from the overall quality of the essay.

Note: An essay that treats only one text cannot earn a score higher than 2.

1 The essay is inaccurate and insufficient; there is no attempt to analyze the literary devices or compare the texts; irrelevant comments predominate.

- May identify some rhetorical, stylistic, or structural features in one or both texts but does not explain their relevance to the theme.
- Demonstrates lack of understanding of the theme.
- Does not state a purpose, show evidence of organization, or offer a progression of ideas.
- May consist entirely of plot summary without examples relevant to the theme.
- Contains frequent errors of interpretation that significantly detract from the overall quality of the essay.

0 The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.

Note: An essay that merely restates part or all of the prompt or stimuli receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

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Note: An essay that receives a (—) in content must also receive a (—) in language.

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Question 4 (continued)

Language Usage

- 5 Language usage is appropriate to the task, generally accurate, and varied; the reader’s understanding of the response is clear and supported by the student’s use of language.**
- Vocabulary is varied and appropriate to the text(s) being discussed, presents main ideas and supporting details, and communicates some nuances of meaning.
 - Control of grammatical and syntactic structures is very good; use of verb tenses and moods is generally accurate; word order and formation are accurate; use of cohesive devices and transitional elements or both is appropriate to guide understanding.
 - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; paragraphing shows grouping and progression of ideas.
- 4 Language usage is appropriate to the task and generally accurate; the reader’s understanding of the response is clear and not affected by errors in the student’s use of language.**
- Vocabulary is appropriate to the text(s) being discussed and presents main ideas and some supporting details.
 - Control of grammatical and syntactic structures is good; occasional errors in the use of verb tenses and moods do not detract from understanding; word order and formation are mostly accurate.
 - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; occasional errors do not detract from understanding; paragraphing shows grouping and progression of ideas.
- 3 Language usage is appropriate to the task and sometimes accurate; the reader understands the response though the student’s use of language is somewhat limited.**
- Vocabulary is appropriate to the text(s) being discussed but may limit the student’s ability to present some relevant ideas.
 - Control of grammatical and syntactic structures is adequate; errors in the use of verb tenses and moods may be frequent but do not detract from overall understanding; word order and formation are generally accurate.
 - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are sometimes accurate; numerous errors do not detract from overall understanding; paragraphing shows grouping of ideas.
- 2 Language usage is sometimes inappropriate to the task and generally inaccurate; the reader must supply inferences to make the response understandable.**
- Vocabulary may be inappropriate to the text(s) being discussed and forces the reader to supply inferences.
 - Control of grammatical and syntactic structures is weak; errors in verb forms, word order, or word formation are numerous and serious enough to impede comprehension at times.
 - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally inaccurate; errors are numerous and serious enough to impede comprehension at times; paragraphing may not show grouping of ideas.

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Question 4 (continued)

- 1 Language usage is inappropriate to the task, inaccurate, or insufficient; the reader struggles to create an understanding of the response.**
- Vocabulary is insufficient or inappropriate to the text(s) being discussed; errors render comprehension difficult.
 - Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, or word formation are nearly constant and impede comprehension frequently.
 - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are inaccurate; errors are nearly constant and impede comprehension frequently; there may be little or no evidence of paragraphing.
- 0 The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.**

Note: An essay that merely restates part or all of the prompt or stimuli receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

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Note: An essay that receives a (—) in content must also receive a (—) in language.