
AP[®] Spanish Language and Culture

Sample Student Responses and Scoring Commentary

Inside:

Task 4—Cultural Comparison

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

Question 4: Cultural Comparison

5 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

AP® Spanish Language and Culture 2021 Scoring Guidelines

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

Score of 0: UNACCEPTABLE

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

NR (No Response): BLANK (no response although recording equipment is functioning)

Clarification Notes:

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

Question 4

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

Overview

This task assessed speaking in the presentational communicative mode by having the student make a comparative oral presentation on a cultural topic. Students were allotted 4 minutes to read the topic and prepare the presentation and then 2 minutes to deliver the presentation. The response received a single holistic score based on how well it accomplished the assigned task. The presentation had to compare an area of the Spanish-speaking world to the student’s own or another community, demonstrating understanding of cultural features of the Spanish-speaking world. Furthermore, the presentation had to be organized clearly.

The course theme for the cultural comparison task was “Families and Communities.” The prompt asked the student to elaborate on the topic of mealtimes—breakfast, lunch and dinner—and compare how these customs affect the lives of people in their own (or other community) and the lives of people in the target community. Students could base their responses on what they had experienced, studied, or observed.

Sample: 4A

Score: 5

Transcript of Student’s Response(s)

Hoy voy a abordar el tema de los horarios de las comidas y cómo afectan...uh...las personas en.. en mi comunidad en los Estados Unidos y también en España. Primero, en España...um...los horarios de..de comer son.. la..el horario de comer es..es más.. es muy diferente de que en los Estados Unidos. Primero...um...las..las personas en..en España comen más tarde particularmente para la cena. Muchas veces comen a..a las diez de la noche, a las once de la noche y también a las doce de la madrugada y es..es muy diferente porque en los Estados Unidos...uh... comemos has..a muchas veces comemos a las..las siete o algo así y este...um...este horario crea un..un sentido de..un sentimiento de íntimo para las personas en España porque siempre comen con..con la familia y hablan sobre el día. Y a diferencia de España, en los Estados Unidos...uh...muchas personas solo comen cuando puedan y no hay ese íntimo familiar. También para el almuerzo en la España..en España...uh...las..la gente en la escuela tiene un ratito, un descanso durante el día donde pueden regresar a la casa y comer a las tres, o las dos o algo así. Y en los Estados Unidos mucha gente de las escuelas comen.. o mucha gente come a las doce o las once de..de..de la mañana o de la..de la tarde. Y es muy diferente porque en los Estados Unidos no tenemos ese descanso en el medio del día y...um...la hora de que los... uh...los españoles comen...uh...la..el almuerzo también crea ese..ese diferencia para..para la cena. Y en para el desayuno en..en los Estados Unidos.

Commentary

This response demonstrates a strong performance in Presentational Speaking:

- The sample reflects an effective treatment of the topic, commenting on usual schedules for life and meals in the USA and Spain, adding supporting details and relevant examples about time for relaxation and the intimacy or lack thereof when people can/cannot eat with their families.
- The sample demonstrates an understanding of both cultures.

Question 4 (continued)

- It is a well-organized presentation, flowing back and forth from one community to the other.
- The comparison is fully understandable with ease and clarity of expression. A few minor errors are present but do not impede comprehensibility.
- Vocabulary used is varied and appropriate (*abordar; madrugada; descanso; particularmente; o algo así; ratito*). Only the use “*intimo*” in lieu of “*intimidad*” is incorrect in a couple instances.
- This response showcases accuracy in grammar with well used connectors (*a diferencia de*) and complex sentences, such as “*Muchas veces comen a las diez de la noche, a las once de la noche y también a las doce de la madrugada, y es muy diferente porque en los Estados Unidos muchas veces comemos a las siete o algo así.*” There are a few minor issues in the sample such as “*es muy diferente de que en los Estados Unidos,*” or “*la hora de que los españoles comen,*” but they never affect comprehensibility.
- Pronunciation is comprehensible, with no discernible errors.
- Self-correction occurs and improves comprehensibility, such as “*sentido... sentimiento*” and “*el almuerzo en la España... en España.*”

Sample: 4B

Score: 3

Transcript of Student’s Response(s)

En México típicamente comen un desayuno más pequeño que yo come, es porque yo come desayuno a las ocho o nueve, pero los trabajadores de México necesitan comer a las cinco o, u a las seis. Cuando yo co..comer desayuno, como juegos, jamón, queso, pasteles y más...uh.. Yo bebo agua y café. Perro en México comió comida de la noche pasada o juegos y leche..uh.. y beben café también. Po amo eso, en América típicamente comemos un sandwich a las doce en la tarde. Es poco comida porque comemos mucho comida por da sueño. En México típicamente comida un taco, burrito, quesadilla.. ah... que ellos pueden comprar de vendedores en la street. Típicamente ellos comen almuerzo a las once o doce. Por sina, en America típicamente comen..ah..comemos pizza, pasta o un restaurante si posible..si posible comeramos de una familia pero típicamente los hijos o las..uh.. parentes tienen cosas para hacer. En México típicamente ellos comen a las seis o siete pero ellos comen de una familia todo el tiempo. Ellos comen tamales o... mole o tacos también y ellos celebrar.

Commentary

This response demonstrates a fair performance in Presentational Speaking:

- The response reflects a suitable treatment of the topic, comparing Mexico to “my” community in America.
- The sample demonstrates a basic understanding of the cultures including a few supporting details about where to buy food, and who contributes what to family gatherings.
- There is some organization, going back and forth between American and Mexican cultural details.
- The comparison remains generally understandable.

Question 4 (continued)

- Vocabulary used is basic, which leads to a few mistakes (*tipicalmente*; *pesoño*; *parentes*; and *comprar de vendedores en la street*).
- The response showcases some control of grammar, but errors are present throughout the sample regarding conjugation and agreement (*yo come desoyuno a las ocho*; *cuando yo comer desayuno*; *es poco comida porque comemos mucho comida*; *si posible comeramos*).
- Pronunciation is generally comprehensible, with occasional minor errors (*desoyuno*; *pesoño*; *huevos [juevos]*; *cena [sina]*).
- Some self-correction occurs and sometimes improves comprehensibility (*comido... comida*).

Sample: 4C

Score: 1

Transcript of Student's Response(s)

En mi comunidad uh, nosotros desan . . . desayuno almuerzo y la cine um nosotros come . . . comemos a restaurante para la cine. Nostros tenenos otra comidas antes de um vosotros la cine pero pero its . . . e . . . es no done nosotros co . . . comidas lar . . . largo jue . . . guapo uh comidas en espanohablamente comunidades um poqui . . . poquito comidas comidas um poquito de en Estados Unidos personas comimos to . . . together and have um y tenía comidas en la casas. Um familia tradicionales . . .

Commentary

This response demonstrates a poor performance in Presentational Speaking:

- The sample engages in almost no treatment of the topic; mentioning “*almuerzo*” and “*restaurante*” a couple times. There are multiple mentions of “*la cine*” which may be a mispronunciation of *la cena*, and this causes a lack of comprehensibility of the message.
- Since there is no comparison with a Spanish-speaking community, the sample does not indicate an understanding of a target culture.
- The response shows little to no organization, it consists of mentions to “*comidas*”, “*cine*” in “*Estados Unidos*” but what is being explained is not clear.
- The sample includes errors that impede comprehensibility: the “*restaurante*” and “*para la cine*” are mixed together, there are unclear mentions to “*guapo comidas*”, “*poquito comidas*”, “*comidas largo*.”
- The response showcases minimal vocabulary resources, eventually needing to switch to English to convey “*together and have... y tenía comidas en la casas*.”
- Little to no control of grammar causes conjugation and agreement errors. The sample is choppy with frequent pauses.
- There is no attention to register. The sample also mixes 1st, 2nd and 3rd person and different audiences: “*nosotros la cine pero its... es... no...*” and then abruptly switches to a “*vosotros*” that is never clarified.
- There is no self-correction.