

Chief Reader Report on Student Responses: 2017 AP[®] Spanish Literature and Culture Free-Response Questions

• Number of Students Scored	25,834		
• Number of Readers	148		
• Score Distribution	Exam Score	N	%At
	5	2,477	9.6
	4	6,732	26.1
	3	9,702	37.6
	2	5,270	20.4
	1	1,653	6.4
• Global Mean	3.12		

The following comments on the 2017 free-response questions for AP[®] Spanish Literature and Culture were written by the Chief Reader, Dr. Eduardo Cabrera, Millikin University. 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**Max. Points:** 3**Mean Score:** Content: 1.47

Language: 2.19

What were responses expected to demonstrate in their response to this question?

This is a short-response question that required students to read an excerpt from a poem that they have already studied, as it is on the required reading list of the course. On this year's exam, the excerpted poem, "En una tempestad," was written by the Cuban author José María Heredia in 1835. Students were asked to identify the author and the period of the text and explain the development of the theme of *la valentía* within the text. The question asked students to identify the *época* or period in the question and to elicit dates or a literary movement relevant to the time period. Students were asked about the theme, *la valentía*, to stimulate a response showing how the poetic voice progresses and demonstrates the quality of valor throughout the two stanzas in the text. 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 skills required on this question?

Many of the responses that demonstrated a strong understanding of both the content and skills required by the question included the following information:

- First, they identified the author (José María Heredia)
- Second, they identified the period (Neo-Classicism, 19th century, Romanticism)
- Third, they explained the development of the theme of courage within the poem. Strong responses identified verses within the poem that express astonishment of an impending hurricane approaching the poetic voice and how this event changes the voice as it tries to muster the bravery needed to face the storm and not waiver in such danger. Strong answers provided evidence throughout the response to illustrate the development of the theme in the poem and gave some interpretation of it, such as the storm as a literal image or as a symbolic development of one representing tough difficulties in physical, political, or spiritual life.
- Students who had been well trained on this task and who had a solid knowledge of the works on the required reading list were able to perform well on this question.

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"> • Some responses erroneously identified the author or the period 	<ul style="list-style-type: none"> • Strong responses correctly identified the author ("<i>Heredia</i>") and the period ("<i>siglo XIX</i>") • Average responses identified either the author (José María Heredia) or the period (<i>La época de Romanticismo</i>) (19th century).

<ul style="list-style-type: none"> • Many responses did not effectively explain the development of the theme (courage) in the two stanzas provided 	<ul style="list-style-type: none"> • A response that effectively explained the development of the theme demonstrated a transition from uncertainty, confusion, cowardice, and/or fear to courage, fearless awareness, renovation, and/or a transformation in consciousness. A response that effectively explained the development of these qualities can be illustrated in the following example: (“<i>Podemos ver la representación de la valentía en el Personaje al enfrentar la gran tormenta</i>”; “<i>este Personaje en vez de correr esconderse o tener terror busca y espera a la tormenta</i>”; “<i>Presento al lector un símbolo de valentía al confrontar un monstruo de la naturaleza Por un Personaje</i>”; “<i>nos presento un Poema de valentía y superación de los miedos del mismo</i>”). (We can see the representation of courage as the character confronts the great storm, where instead of running and hiding or being fearful, the character searches and awaits the storm. This shows the reader a symbol of courage upon facing the hostility manifested in this monstrous nature. We were presented with a poem of bravery and overcoming of fears.)
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Based on your experience at the AP® Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?

- Teach students the elements of writing effective short responses (Questions 1 and 2)
- Teachers can prepare students for success on this first short response by encouraging them to carefully read the question and underline the key words and phrases in it. Students need to understand all the components for this short response question and complete all of them to be successful. There are three components or tasks that students must complete in this question: identify the author, identify the chronological time period, and explain the development of the theme.
- Teach specific phrases that signal “*desarrollo*” (development) and that demonstrate a progression of ideas (e.g. *superar la situación*; *enfrentarse a*; *del ... a*; *transformación*; *aunque*; *decide cambiar*; *hay transformación*).
- Clarify the difference between analysis and explanation. Question #1 requires a short explanation about how the development of the theme is exemplified in the text. The prompt does not require students to analyze or use literary devices in order to be a strong response. Students should focus on providing concise responses that fully address the three components of the question.
- Teachers should encourage students to provide at least two examples from the text and explain each one in reference to the development of the theme.
- Teachers should explain to students that the assigned theme for Question #1 may not be a required AP theme or organizing context, but may be one that is related. It may be something like “*la niñez*”; “*la valentía*”; “*la duda*”; “*la belleza*”; etc.
- In preparation for this question and the other exam questions, use Quizlet to drill students on the author and the literary movement, and possibly themes within each of the required works. It may be helpful to create (as a class) mnemotechnic devices to help students remember each text and each author. For example (Heredia, herido huracán: En una tempestad, Heredia está). Note: Often the most creative and useful mnemonic devices are the one composed by students.

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 response question. They can access information about it in the Course and Exam Description, page 39 (<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-spanish-literature-and-culture-course-and-exam-description.pdf>)
- Teachers should access the Scoring Guidelines on the Exam Information page (<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap-spanish-literature-and-culture>) and carefully review them with their students so that students will understand the evaluative criteria for each score point.
- Teachers should access some of the Student Samples of Free-Response Question #1 (Text Explanation) from 2013-2017 posted on the Exam Information page (<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap-spanish-literature-and-culture>) and review them vis-à-vis 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 access the remaining samples of Free-Response Question #1 (Text Explanation) from 2013-2017 that are posted on the Exam Information page (<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap-spanish-literature-and-culture>) 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 should 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.

Question #2

Task: Text and Art Comparison

Max. Points: 3

Mean Score: Content: 2.00

Language: 2.78

What were responses expected to demonstrate in their response to this question?

This is a short-response question that required students to read a fragment from a text from the required reading list, study a painting and write a short response comparing the representation of the theme of nature and setting in both works. The students were asked to support their response and cite examples from both the text and the artwork. The students were asked to write their short response in Spanish to demonstrate their proficiency in Presentational Writing by using the target language. On this year's exam, the text was ... *y no se lo tragó la tierra* by Tomás Rivera and the piece of art was the painting *Stonepickers (Midday)* by Sir George Clausen. Students were asked to relate both works to the technique of realism.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Question 2 is the more challenging of the two short-response questions on this exam due to the fact that it requires students to perform three different tasks in Spanish, and to complete their response in 15 minutes. Specifically, this question requires students to:

- Compare how Tomás Rivera's ... *y no se lo tragó la tierra* and Sir George Clausen's painting *Stonepickers (Midday)* represent the theme of nature and setting
- Support their responses and cite examples from both the text and the artwork

Relate both works to the technique of realism. Students who had appropriate training and practice performed very well on this question.

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">• Students sometimes did not read the prompt carefully to take into account all of the required elements that must be addressed in their response (comparison of both works to the theme, supporting their responses with evidence from both works, and relating both works to the technique of realism)	<ul style="list-style-type: none">• This task has three required components to it. Taking the time to underline, number, or mark each of the required tasks is a great strategy for test takers to use to ensure that they remember to address each element of the question in their responses.
<ul style="list-style-type: none">• Responses sometimes did not show an understanding that the main task to be performed is a comparison (they must compare the given theme in both works)	<ul style="list-style-type: none">• It is evident in the best responses that the students have frequently practiced comparison techniques. In many test booklets containing successful responses, there was often evidence of student-created graphic organizers for comparisons. Students had devised these organizers to help them present an organized response that includes clear, concise comparison of both works with textual examples in the brief time allotted for responding to this question. Typically these strong responses also contained appropriate vocabulary and expressions for comparisons.

<ul style="list-style-type: none"> • Responses sometimes did not relate both works to the technique of realism 	<ul style="list-style-type: none"> • Responses that scored well on this task showed ability to compare, give examples, and also relate both works to the given technique of realism.
<ul style="list-style-type: none"> • Some responses revealed students misunderstood, misinterpreted, or omitted a discussion of the technique of <i>realismo</i> 	<ul style="list-style-type: none"> • Responses that were able to relate the technique, <i>realismo</i> knew that it was not a reference to the literary movement <i>Realismo</i>, but that it is a technique intended to capture with precise details the social issues of a collective group. These successful responses were able to relate both works to realism and compare their representation.
<ul style="list-style-type: none"> • Sometimes responses included superfluous and/or erroneous statements 	<ul style="list-style-type: none"> • Each statement that the response makes in regards to the text should be explicitly connected to both the prompt and supported with textual evidence (cited or paraphrased). Successful responses were concise and the information they provided was correct.
<ul style="list-style-type: none"> • Sometimes responses were too general or too vague and suggested an unfamiliarity with the text and/or its context 	<ul style="list-style-type: none"> • Successful responses used and referred to the fragment of the text that appeared on the exam. They also referenced elements of the full literary work that did not appear in the fragment to demonstrate that they had thoroughly studied this work from the required reading list.
<ul style="list-style-type: none"> • Some responses interpreted the artwork instead of discussing how it represents the theme of nature and setting and how it ties to the technique of realism. 	<ul style="list-style-type: none"> • Successful responses referred to the artwork as it appeared on the exam and did not analyze it or use their own interpretation as part of their comparison.
<ul style="list-style-type: none"> • Some responses demonstrated a lack of familiarity with the required course themes and organizing concepts that are part of this task. 	<ul style="list-style-type: none"> • Studying each of the works in terms of how they relate to the six themes and many sub-themes mentioned in the Course and Exam Description is required and this particular task on the exam refers specifically to a required course theme. Successful responses appropriately referenced the given theme. Students must be trained to focus their response on comparing both works to a theme.
<ul style="list-style-type: none"> • Some responses did not provide sufficient examples from the text and the artwork to support their response. 	<ul style="list-style-type: none"> • Successful responses included textual examples that demonstrated each of the points that the student was developing. Well-chosen examples guide the reader by communicating and supporting the points that the student is making.
<ul style="list-style-type: none"> • Some responses included elements of one or both works without making a comparison. 	<ul style="list-style-type: none"> • The best responses compared and contrasted in a concise manner highlighting not only similarities, but also differences.

<ul style="list-style-type: none"> Some responses incorrectly discussed or associated the text's historical and/or cultural context with contemporary issues. 	<ul style="list-style-type: none"> Students often relate to literature by applying related principles shown in a text to current events. Successful responses demonstrated students' knowledge of how the text is a reflection of the time period and place where it was written. Students need to demonstrate that they are aware of the historical, political, geographical, and sociocultural period of when the text was written and not include extraneous details about their current, contemporary situation.
<ul style="list-style-type: none"> Some responses demonstrated an inadequate understanding of the text and/or the artwork. 	<ul style="list-style-type: none"> Successful responses demonstrated that students had read, understood, and interpreted the text represented by the fragment, and were able to give concrete, specific, well-chosen examples to compare the theme in both the text and the artwork and relate both works to realism. Successful responses included references from the fragment and also from the text beyond the fragment.
<ul style="list-style-type: none"> Some responses did not compare at least one aspect of each work or did not provide at least one example as supporting evidence from each work. 	<ul style="list-style-type: none"> Because the prompt asks students to compare, successful responses compared at least one aspect of how each work represents the theme and how it relates to the technique of realism.

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

- Teach and then actively practice the stages of the writing process: prewriting, drafting, reviewing, revising, and publishing (i.e., blog, literary magazine, book review, etc.).
- Teach students the elements of writing effective short responses (Questions 1 and 2).
- Teach students to read the question carefully and pay attention to attribution of each work.
- Teach students the differences among identifying, comparing, and describing.
- Teach students effective cohesive devices and transitional expressions to facilitate making comparisons.
- Guide students as to how to approach answering this question and emphasize the importance of addressing all of the different components of this question. When students prepare to answer a text and art comparison question, make sure that they read the question very carefully, understand the task fully, and then proceed to address all elements of the question. Remind them to review their response once they have completed it to make sure that they have fully addressed all the elements of the question. Some students find it useful to check off each of the elements of the question as they review their response.
- Practice timed writing and provide opportunities for students to answer this type of question under similar conditions and time constraints to those of the AP Spanish Literature and Culture Exam.
- Be sure that students understand the difference between literary movements and techniques. Download and provide copies of the *Glossary of Literary Terms* early in the year for students to use to support their growth in identifying, understanding, and applying the many elements related to literature.
- Provide opportunities for students to create definitions of the literary movements and techniques of the works on the required reading list using textual examples to explain how the text is representative of the literary movements and techniques. Have them use these definitions with examples as they review for the exam.
- Expose students to other texts from the literary movements and techniques that are not from the required reading list to compare or contrast how the text is representative of the literary movements and techniques.
- Show students relevant films (documentary, feature length, or clips) to further familiarize students with the representative genre, period, and/or the cultural context of the work from the required reading list.

- Involve the class in small-group work to create an ongoing historical timeline and a parallel timeline for literary movements.
- Discuss differences between a historical period and a literary movement. Discuss how literary movements often reflect a particular historic period.
- Teach students how to properly support their response by using well-chosen, precise evidence taken from the text or drawn from the work of art.
- Provide rubrics or scoring guidelines for each assignment (personal or those specifically for AP Spanish Literature and Culture) and have the students self-evaluate their work.

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 fully aware of the expectations/requirements for this question and should share them with their students. A description of this question is found on page 39 in the Course and Exam Description for AP Spanish Literature and Culture: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-spanish-literature-and-culture-course-and-exam-description.pdf>
- Teachers should 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/pdf/ap-spanishliteratureglossaryofliteraryterms.pdf?course=ap-spanish-literature-and-culture>. 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 should access the Scoring Guidelines on the Exam Information page (<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap-spanish-literature-and-culture>) and carefully review them with their students so that students will understand the evaluative criteria for each score point.
- Teachers should access some of the Student Samples of Free-Response Question #2 (Text and Art Comparison) from 2013-2017 posted on the Exam Information page (<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap-spanish-literature-and-culture>) and review them vis-à-vis 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 with the students after students have reviewed each sample and tried to determine its score based on the scoring guidelines.
- Teachers should access the remaining samples of Free-Response Question #2 (Text and Art Comparison) from 2013-2017 that are posted on the Exam Information page (<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap-spanish-literature-and-culture>) and use these to practice this question with their students. 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 three components of the task once they have completed each in their response. Teachers should 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.

Question #3

Task: Single Text Analysis

Max. Points: 5

Mean Score: Content: 2.05

Language: 3.02

What were responses expected to demonstrate in their response to this question?

This is an essay question that required students to read a fragment of a text on the required reading list and to write an essay analyzing how the text represents the characteristics of a particular subgenre as well as its particular sociocultural context. The students were asked to comment on relevant literary devices in the text and cite examples from the text that support their analysis. The students were asked to write their analytical essay in Spanish to demonstrate their proficiency of Presentational Writing skills by using the target language in support of literary analysis. On this year's exam the text was Libro del Conde Lucanor, Exemplo XXXV ("De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava"). Students were asked to analyze how the text represents the characteristics of the subgenre of the ejemplo didáctico medieval and the sociocultural context of fourteenth-century Spain.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Question 3 is the most challenging of the free-response questions on this exam due to the fact that the question requires students to perform four different tasks, in Spanish, in an analytical essay, in 35 minutes; however, students who have had appropriate training and practice performed very well on this question. Specifically, this question required students to:

- Analyze how Conde Lucanor, Exemplo XXXV ("De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava") represents the characteristics of the subgenre of the *ejemplo didáctico medieval*.
- Analyze how Conde Lucanor, Exemplo XXXV ("De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava") represents the characteristics of the sociocultural context of 14th-century Spain.
- Include commentary of the literary terms from the subgenre (*el ejemplo didáctico medieval*) and to support their essays with relevant textual examples.
- Demonstrate their proficiency in interpretive communication through their presentational writing skills and effectively use the Spanish language to support their literary analysis.

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">• Some responses did not address all of the required components of this task (analysis of the subgenre, analysis of the context, explanation of literary devices, and textual examples)	<ul style="list-style-type: none">• This task has four required parts to it. Taking the time to underline, number, or mark each of the required tasks is a great strategy for test takers so that they remember to include each element in their essays. Successful responses addressed all four elements of this task.

<ul style="list-style-type: none"> Some responses did not seem to reflect full familiarity with the required task of writing an analytical essay. Many did not seem to show understanding of what it means to analyze a piece of literature. Others were not able to effectively apply the mechanics of organizing and writing an effective analytical essay. 	<ul style="list-style-type: none"> It is evident in the best responses that the students have frequently practiced writing analytical essays in class. In effective responses, there was often evidence of pre-writing in the test booklets which showed that the students had engaged in some pre-writing to organize and then to present a response that included clear, concise analysis with textual examples. Such pre-writing organization often allowed students to complete the task within the allotted time parameters (35 minutes).
<ul style="list-style-type: none"> Some responses did not analyze the characteristics of the given subgenre, <i>exemplo didáctico medieval</i> 	<ul style="list-style-type: none"> Responses that performed well on this task identified, described, gave examples, and discussed the characteristics of the given subgenre.
<ul style="list-style-type: none"> Some responses revealed a misunderstanding, misinterpretation, or omission of the subgenre, <i>el ejemplo didáctico medieval</i> 	<ul style="list-style-type: none"> Essays that were able to explain the characteristics of the <i>exemplo</i> showed understanding that it was not just an example but also a narrative structure intended to be didactic, for the purposes of teaching. These successful essays discussed a story within a story, a moral, multiple narrators, the oral tradition of medieval Spain, hyperbole, and/or a motive for telling or writing the story.
<ul style="list-style-type: none"> Some students wrote a short response instead of an essay 	<ul style="list-style-type: none"> Successful responses were full essays containing a clear thesis statement, a progression of ideas using paragraphs (introduction, body, and conclusion) and relevant supporting evidence from the text.
<ul style="list-style-type: none"> Some responses contained superfluous and/or erroneous statements 	<ul style="list-style-type: none"> Each statement that the response makes in regards to the text should be explicitly connected to both the prompt and supported with textual evidence (cited or paraphrased). Successful responses were concise and relevant to the prompt.
<ul style="list-style-type: none"> Some responses were too general or too vague and suggested unfamiliarity with the text and/or its context 	<ul style="list-style-type: none"> Responses should use and make reference to the fragment of the text that appears on the exam. If possible, responses should also make reference to elements of the text beyond the fragment to show that the student has thoroughly studied this work from the required reading list.
<ul style="list-style-type: none"> Some responses referenced the course themes and organizing concepts which is not a requirement for this task. References to the course themes should only be included if they help to analyze the subgenre or cultural context or to discuss literary devices 	<ul style="list-style-type: none"> While studying each of the works with the six themes mentioned in the Course and Exam description is required, this particular task on the exam does not refer to the themes. Successful responses focused specifically on what the prompt asked them to do, which in this year's case was to analyze the subgenre and the cultural context, and not engage in a thematic analysis.
<ul style="list-style-type: none"> Some responses did not include sufficient or relevant examples from the story to support the analysis 	<ul style="list-style-type: none"> Successful responses included textual examples that supported each of the points that the student was developing. Well-chosen examples guide the reader by communicating the points that the student is making.

<ul style="list-style-type: none"> Some responses included enumerations of literary devices with little or no discussion as to how the literary devices connect to the subgenre or to the cultural context 	<ul style="list-style-type: none"> The best responses commented on literary terms that are directly related to and representative of the specified subgenre and cultural context given in the prompt. In doing so, the analysis of the subgenre and the cultural context overlap with the prompt's requirement of commenting on the literary terms.
<ul style="list-style-type: none"> Some responses did not identify or discuss literary devices found in the story 	<ul style="list-style-type: none"> Since the discussion of literary devices is a requirement of the prompt, responses must identify them, describe them, and then explain how or why they are being used in the text. Successful responses were able to identify and discussion a variety of literary devices.
<ul style="list-style-type: none"> Some responses incorrectly discussed or associated the text's historical and/or cultural context with contemporary issues 	<ul style="list-style-type: none"> Students often relate to literature by associating elements in a text to current events. For this task, students need to demonstrate their knowledge of how the text is a reflection of the time period and place where it was written. In this sense, it means that responses needed to demonstrate that students are aware of the historical, political, geographical, sociocultural period of when the text was written and not of how the work relates to their current, contemporary situation.
<ul style="list-style-type: none"> Some responses identified or alluded to the story's author, don Juan Manuel, as being someone else from the required reading list: Isabel Allende, Garcilaso de la Vega, Francisco Quevedo, and others 	<ul style="list-style-type: none"> Since the author, don Juan Manuel, appears as a narrative voice at the end of the fragment provided on the exam, it was important that students know that he was the author. Successful responses did not misattribute this work.
<ul style="list-style-type: none"> Some responses demonstrated an inadequate understanding of the text 	<ul style="list-style-type: none"> Successful responses demonstrated that students had read, understood, and interpreted this required text and were able to give concrete, specific, well-chosen examples from the fragment and beyond to analyze how the story represented both the subgenre and the cultural context. This is especially important because the exam provided students with a large fragment of the story, giving them much to draw from and helping them to remember the text.
<ul style="list-style-type: none"> Some responses did not discuss a minimum of two aspects of each required element in the prompt. 	<ul style="list-style-type: none"> Because the prompt asks students to analyze characteristics (plural), successful responses discussed a minimum of two aspects of how the given text represents the subgenre and minimally two more aspects of how text represents the cultural context

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

- Teach students the differences among analyzing, explaining, describing, and identifying.
- View the AP World Languages and Cultures Online Module *Building Students' Skills in Developing Effective Written Arguments* by Ann Mar, for guidance on how to help students craft more effective, concise, and organized arguments in presentational writing.
- Teach the stages of the writing process: prewriting, drafting, reviewing, revising, and publishing (i.e., blog, literary magazine, book review, etc.).
- Teach strategies for writing analytical essays (thesis, development, conclusion, linking, and transitional words).
- Teach students how to develop and properly support their ideas when analyzing by providing relevant and well-chosen evidence from the text.
- Guide students as to how to approach answering the question and its multiple parts and how to address all of the different components.
- Practice addressing all of the components of the questions by dividing the class into groups of students and assign each group one of the components of the question to discuss. Gather all the groups back together to review each group's contribution, and then combine them all to form an essay.
- Offer students deconstructed essays to identify the tasks' components and then reconstruct as well-developed analytical essays.
- Have students answer this type of question under conditions and time constraints similar to those of the AP Spanish Literature and Culture Exam and practice timed writing.
- Teach students the differences between writing short answers (Questions 1 and 2) and writing essays (Questions 3 and 4).
- While studying each text during the year, have students create definitions of the genres and subgenres of the works on the required reading list using textual examples to explain how the text is representative of the genre or subgenre.
- Expose students to other texts from the same genre or subgenre and from the same historic context that are not from the required reading list to compare or contrast how the text is representative of the genre or subgenre and the period.
- Show students relevant films (documentary, feature length, or clips) to further familiarize students with the representative genre, period, and/or the cultural context of the work from the required reading list.
- Involve the class in small-group work to create an ongoing historical timeline and a parallel timeline for literary movements.
- Discuss differences between a historical period and a literary movement. Discuss how literary movements reflect their historic period. Download and provide copies of the *Glossary of Literary Terms for AP Spanish Literature and Culture* early in the year for students to use to support their growth in identifying, understanding, and applying the many elements of literature.
- Practice regularly with students on identifying and applying literary devices (not just those used in poetry) and the features associated with different genres and subgenres that are listed in the curricular framework (remembering that the list is not exhaustive).
- Help students develop and apply effective cohesive devices transitional expressions so that they will be able to appropriately connect their thoughts and successfully guide a reader through their essay. Help students focus on integrating comments of an analytical nature, as opposed to writing mere summaries or anecdotal commentaries.
- Provide rubrics or scoring guidelines for each assignment (personal or AP) scoring rubrics and have the students self-evaluate their work.

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 fully aware of the expectations/requirements for this question (Analysis of a Single Text) and should share them with their students. A description of this question is found on page 39 in the Course and Exam Description for AP Spanish Literature and Culture: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-spanish-literature-and-culture-course-and-exam-description.pdf>
- Teachers should 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/pdf/ap-spanish-literature-reglossary-of-literary-terms.pdf?course=ap-spanish-literature-and-culture>. 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 should view the Online Module for AP World Languages and Cultures *Building Students' Skills in Developing Effective Written Arguments* by Ann Mar available here: <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>
- Teachers should access the Scoring Guidelines on the Exam Information page (<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap-spanish-literature-and-culture>) and carefully review them with their students so that students will understand the evaluative criteria for each score point for this task.
- Teachers should access some of the Student Samples of Free-Response Question #3 (Analysis of a Single Text) from 2013-2017 posted on the Exam Information page (<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap-spanish-literature-and-culture>) and review them vis-à-vis 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 with the students after students have reviewed each sample and tried to determine its score based on the scoring guidelines.
- Teachers should access the remaining samples of Free-Response Question #3 (Analysis of a Single Text) from 2013-2017 that are posted on the Exam Information page (<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap-spanish-literature-and-culture>) 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 response. Teachers should 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.

Question #4**Task:** Text Comparison**Max. Points:** 5**Mean Score:** Content: 2.71**Language:** 3.30***What were responses expected to demonstrate in their response to this question?***

This is an essay question that required students to read two poems related by theme — one from a work on the required reading list, the other from a work not on the list. (The whole work may be included in the case of a short poem.) Students were asked to analyze the effect of literary devices used by the authors in the texts to develop a particular theme. Students were required to compare the presentation of the theme in the two poems and to cite specific examples from both texts to support their analysis. On the 2017 exam, the two texts were poems: “*A Julia de Burgos*,” written by Julia de Burgos, which appears on the required reading list, and the poem “*Tú me quieres blanca*,” written by Alfonsina Storni, which is not on the list. Students were asked to analyze the effect of the literary devices used by the authors in both poems to develop the theme of the patriarchal system (*el sistema patriarcal*) and to compare the presentation of the theme in both poems. Students were asked to write their essay 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 skills required on this question?

Essays that demonstrated a strong understanding of both the content and skills required by the question included a clear and strong analysis of the effect of the literary devices used by the authors, and a clear comparison of the presentation of the theme of *el sistema patriarcal* in the poems (“*A Julia de Burgos*,” by Julia de Burgos and “*Tú me quieres blanca*” by Alfonsina Storni). In successful essays, students analyzed the development of the theme in well-developed responses. These well-developed essays had an explicit statement of purpose (thesis), and a coherent structure that followed a logical progression of ideas. In these essays, the students supported analysis by integrating specific, relevant, and well-chosen textual examples to support their main argument. Students who were well prepared for this task performed well.

What common 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"> • Students seemed to understand the requirements of the task but did not always address the theme of this question, <i>el sistema patriarcal</i> but rather, they often chose to emphasize other themes studied within the required work (duality of being, construction of gender, etc.). • Some responses revealed a struggle with analyzing specific examples and resorted instead to generalizations. • Less successful essays were unable to integrate the analysis of literary devices to the development of the theme of patriarchal society. • Often responses provided lists of literary devices, with little or no analysis of their purpose in the poems. 	<ul style="list-style-type: none"> • Strong responses demonstrated an understanding of the course content and integrated all of the elements required by this question (strong and clear analysis of the effect of specific literary devices (“<i>la metáfora, la repetición y la alusión</i>”) in both poems to illustrate each poet’s protest against social expectations for women under patriarchal rule (“<i>Ambas obras utilizan la metáfora para describir como un sistema patriarcal gobernado por el machismo y la opresión hacia las mujeres impacta el estado social y privado de la mujer</i>”; “<i>La repetición se utiliza en ambas obras para repetir una idea, idea la cual consiste en hacer un llamado hacia la sociedad.</i>”; “<i>Ambas autoras utilizan la Alusión para culpar a la sociedad o los hombres indirectamente.</i>”). In this example, the student analyzes the development of the theme of patriarchal oppression and supports comparative analysis of both poems (“<i>La metáfora se utiliza en ambas obras para comparar ambos aspectos de la mujer que vive en un sistema patriarcal</i>”; “<i>Alfonsina Storni [...] utiliza esta comparación para describir lo que el sistema patriarcal espera de ella</i>”; “<i>Julia de Burgos repite las palabras ‘tu’ y ‘yo’</i>”).

<ul style="list-style-type: none"> • Some essays confused the name of the authors (Julia de Burgos with Borges), even if they understood the question in general terms. • There was confusion with the nomenclature of literary devices. Even if responses reflected an understanding of the effect and purpose of the device as used by the poets. Responses described the effect without using the name of the device, for example they used repetition instead of anaphora, etc. • Some essays demonstrated that some students do not understand the difference between description and analysis. • Many essays referenced only one poem or had an unbalanced focus on one of the poems. • There were some gaps in knowledge regarding genre (story instead of poem) and author’s context. • There were also gaps in grammatical structures. • Some responses did not demonstrate effective organization of ideas within the essay, 	<p><i>para contrastar el impacto que el sistema tiene sobre ambos aspectos de ella en este caso el social y el privado”).</i></p> <ul style="list-style-type: none"> • In this sample the essay begins with an explicit statement of purpose (“<i>Tanto la obra escrita por Julia de Burgos como la escrita por Alfonsina Storni utilizan los recursos literarios como la metáfora , la repetición y la alusión lo cual les permite desarrollar el tema del sistema patriarcal sistema que ambas sienten que las reprimen internamente a través de lo social y lo público y lo privado.</i>”) followed by a coherent structure, that develops ideas in a logical manner to support the main argument (“<i>Julia de Burgos utiliza este recurso literario para comparar lo que ella es cuando vive en un mundo patriarcal</i>”; “<i>Alfonsina Storni, utiliza la metáfora para compararse a si misma con elementos de la naturaleza [...] Ella utiliza esta comparación para describir lo que el sistema patriarcal espera de ella en este caso ser blanca</i>”; “<i>En parte ella [Alfonsina Storni] también acusa a la sociedad al sentirse forzada a aceptar y alcanzar los estándares de belleza impuestos por un sistema patriarcal</i>”; “<i>En conclusión, tanto la obra por Julia de Burgos como la obra de Alfonsina Storni utilizan los recursos literarios [...] para hacer un llamado sobre el impacto que el sistema patriarcal tienen sobre ellas y las mujeres</i>”). In addition, the student supported analysis by integrating specific, well-chosen textual examples that substantiated the main thesis (“<i>por Ejemplo ‘Tú eres fría muñeca de mentira social y yo, viril destello de la humana verdad.’</i>”; “<i>Por ejemplo ‘Me quieres de espumas’ en donde describe que los hombres o el sistema la quiere blanca</i>”; “<i>repite las palabras ‘tu’ y ‘yo’ para contrastar el impacto que el sistema tiene sobre ambos aspectos de ella en este caso el social y el privado</i>”).
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Based on your experience at the AP[®] Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?

- Teach students the differences among analyzing, explaining, describing, and identifying.
- Teach the stages of the writing process: prewriting, drafting, reviewing, revising, and publishing (i.e., blog, literary magazine, book review, etc.).
- Teach students the characteristics of analytical essays and provide strategies for writing them (thesis, development, conclusion, linking, and transitional words).
- Teach students how to develop and properly support their ideas when analyzing.
- View the AP World Language and Culture Online Module *Building Effective Written Arguments* by Ann Mar for guidance on how to help students craft more effective, concise, and organized arguments in presentational writing.
- Download and provide copies of the *Glossary of Literary Terms for AP Spanish Literature and Culture* early in the year for students to use to support their growth in identifying, understanding, and applying literary devices.
- Practice regularly with students on identifying and applying literary devices in texts and have them explain the purpose of literary devices within texts.
- Teach students effective cohesive devices and transitional expressions to facilitate making comparisons. Provide frequent opportunities for students to make comparisons between texts.

- Prepare students for success by providing many opportunities to practice analytical writing in general and this type of question in specific. Provide plenty of guidance and feedback on their analytical writing to ensure that students understand the difference between analysis and mere description. Work with students to help them better express their arguments with clear, concise points and to organize material in a logical manner, following a coherent essay structure.
- Practice analysis of literary devices integrating comparative analysis of set themes.
- Practice more intense poetic analysis by encouraging students to identify and explain a variety of literary devices within poems.
- Consider becoming an AP reader to see the many ways in which students interpret and present material.
- Teach students to subscribe to assigned theme without interference of past thematic approaches. Practice different thematic approaches.
- Teach students proper use of transitional devices in order to organize ideas.
- Teach students to read instructions and the question carefully. Have them check off the components of the questions as they complete them or upon reviewing their response.
- Practice time management to complete this task. Provide opportunities for students to practice this task under exam conditions and time constraints.

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 fully aware of the expectations/requirements for this question (Text Comparison) and should share them with their students. A description of this question is found on page 39 in the Course and Exam Description for AP Spanish Literature and Culture: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-spanish-literature-and-culture-course-and-exam-description.pdf>
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- Teachers should view the Online Module for AP World Languages and Cultures *Building Students' Skills in Developing Effective Written Arguments* by Ann Mar available here: <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>
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- Teachers should access some of the Student Samples of Free-Response Question #4 (Text Comparison) from 2013-2017 posted on the Exam Information page (<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap-spanish-literature-and-culture>) and review them vis-à-vis 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 with the students after students have reviewed each sample and tried to determine its score based on the scoring guidelines.
- Teachers should access the remaining samples of Free-Response Question #4 (Text Comparison) from 2013-2017 that are posted on the Exam Information page (<https://apcentral.collegeboard.org/courses/ap-spanish-literature-and-culture/exam?course=ap-spanish-literature-and-culture>) and use these throughout the year to practice this question with their students. 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 response. Teachers should 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.