



## **AP<sup>®</sup> Spanish Language 2005 Scoring Commentary**

### **The College Board: Connecting Students to College Success**

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>®</sup>, and the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2005 by College Board. All rights reserved. College Board, AP Central, APCD, Advanced Placement Program, AP, AP Vertical Teams, Pre-AP, SAT, and the acorn logo are registered trademarks of the College Entrance Examination Board. Admitted Class Evaluation Service, CollegeEd, Connect to college success, MyRoad, SAT Professional Development, SAT Readiness Program, and Setting the Cornerstones are trademarks owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark of the College Entrance Examination Board and National Merit Scholarship Corporation. Other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: <http://www.collegeboard.com/inquiry/cbpermit.html>.

**Visit the College Board on the Web: [www.collegeboard.com](http://www.collegeboard.com).**  
**AP Central is the official online home for the AP Program and Pre-AP: [apcentral.collegeboard.com](http://apcentral.collegeboard.com).**

**AP<sup>®</sup> SPANISH LANGUAGE  
2005 SCORING COMMENTARY**

Note: Student responses are quoted verbatim and may contain grammatical errors.

**Fill-ins**

**Overview**

In this section of the exam, which centers on specific aspects of language usage, the student is tested on discrete language items in context. Responses consist of only one word or possibly two. The answers must be completely accurate in order to be correct, since no partial score is given for any one item.

The paragraph-completion section consists of one passage with 10 blanks that are to be filled in with a single word that is an appropriate form of the base word provided in the corresponding prompt. The context of the paragraph on this year's exam was the life of a young woman whose job had brought her to a *pensión* in Buenos Aires, which she shared with the narrator. The items included noun/adjective agreements, one verb tense, the use of the gerund, several past participles as adjectives, and the definite and indefinite article.

The fill-in section contains 10 separate sentences that are to be completed with a correct form of the verb given in parentheses in the prompt. This year's items included the present, imperfect, preterit, and future tenses, several subjunctives, an infinitive after the preposition *por*, and a command.

**Sample: D  
Score: 18**

This is a very good sample. In number 18 the student uses the conditional perfect "*habría venido*," instead of *hubiera venido*, and in number 19 the student does not change the *z* to *c* in the present subjunctive of *empezar*.

**Sample: E  
Score: 11**

This is an example of a midrange response. Several of the student's answers are correct. The student correctly forms the gerund of *huir* in number 2, chooses the correct articles in numbers 3 and 7, uses the correct form of *ninguno* in number 5, and correctly spells the plural of *vez* in number 6. In number 8 the student changes *encargado* to agree with *Doña Esperanza* and in number 11 uses the correct person and tense of *seguir*. The student correctly identifies the need for the subjunctive of *hacer* in number 13 and demonstrates a clear understanding of the use of the imperfect tense in number 14. In number 15 the student correctly leaves "*dirigir*" in the infinitive form and in number 17 uses the preterit of *saber* correctly. Numbers 1, 4, 9, 10, 12, 16, 18, 19, and 20 are incorrect. The student fails to change *traído* to *traída* to refer to Matilde in number 1, does not change *este* to *esta* to agree with *especie* in number 4, and chooses the wrong person in the imperfect tense in number 9. In number 10 the answer "*cuya*" does not agree with *ingredientes*. The need for the future tense is not recognized in number 12, and the correct affirmative familiar command form is not used in number 16. In numbers 18 and 19, the student has difficulties recognizing when to use subjunctive forms—the pluperfect subjunctive is needed in number 18 and the present subjunctive in number 19. In number 20 the student mistakenly uses the plural of *olvidar*.

**AP<sup>®</sup> SPANISH LANGUAGE**  
**2005 SCORING COMMENTARY**

**Fill-ins (continued)**

**Sample: F**  
**Score: 3**

This is an example of a low score on the fill-in section. Numbers 3, 6, and 7 are correct. The student identifies the correct gender of *hogar* in number 3, the correct plural form of *vez* in number 6, and the correct article in number 7. In number 1 the student incorrectly writes “*traigo*,” in number 2 writes the past participle instead of the gerund of *huir*, and has gender agreement problems in both numbers 4 and 8. In number 5 the student omits the accent in *ningún*, uses the wrong tense and person in number 9, and mistakenly thinks *cuyo* is a verb in number 10. In numbers 11 and 12, the student does not use the present and future, respectively. In numbers 13, 18, and 19, the student has difficulty recognizing the uses and forming the tenses of the subjunctive. The student does not use the imperfect in number 14 or the preterit in number 17. In number 15 the infinitive required after the preposition *por* is not used. The student does not use the correct affirmative familiar command form in number 16 or choose any of the preterit, present perfect, or pluperfect options in number 20.

**AP<sup>®</sup> SPANISH LANGUAGE  
2005 SCORING COMMENTARY**

**Composition**

**Overview**

This section of the exam tests the students' ability to write a formal and well-organized essay of at least 200 words on a given topic. This year's question posited clothing and physical appearance as a reflection of an individual's identity within society. Students were asked to explain their opinion on this topic and justify it (*por qué*).

**Sample: P1**

**Score: 7**

This essay shows good command because it is a relevant and well-developed treatment of the topic. Although its organization is not its strength, it shows evidence of control of a variety of structures and idioms. There are a number of concrete and vivid examples throughout: "*se pasean en sus carros de lujo,*" "*carteras de marca,*" "*nada mas que para hacernos parte de la mentira en que viven.*" In addition, there is combined use of the gerund and the conditional: "*Viendo sus carros pensarias que son ricos.*" There is also successful and varied use of pronouns: "*lo material,*" "*lo unico,*" "*no le importa lo que piensen de el.*" There is good command of elementary structures ("*es todo por la forma en que me visto,*" "*porque nunca parece que se ha peinado*") although a few grammatical errors occur: "*Yo estado en fiestas y he concido ha muchachos,*" "*Varias personas en Miami, por ejemplo, se pasean en sus carros de lujo y se viste con ropa de marca,*" and "*sus casas no tiene ni electricidad.*" The composition shows a considerable breadth of vocabulary: "*huele riquisimo,*" "*confianza,*" "*indecisa,*" "*cierta forma,*" "*se pasean,*" "*carros carisimos,*" "*ni electricidad,*" and "*atraer.*" Although the conventions of the written language are generally correct, the clarity suffers from run-on sentences and the inconsistent use of accents: "*Yo estado en fiestas y he concido ha muchachos que despues de conversar con ellos tienen la confianza de decirme que cuando me vieron por primera vez pensaron que yo era una de esas chicas que me creo ser mejor que el resto y tambien que parezco ser mala gente.*" This essay shows more than good competence in the written language; it is the mechanical and organizational elements that demonstrate good command rather than excellence.

**Sample: WW**

**Score: 5**

This essay demonstrates basic competence in written expression. It is relevant to the topic and is an adequate treatment of the question without attaining depth. The organization is sufficient, but the essay lacks a full conclusion. There is some attempt at complex sentences: "*un trabajo en donde podría trabajar con niños, ayundándoles con su tarea.*" However, errors occur in a variety of structures: "*tener la oportunidad a conocer muchas persons,*" "*no se esta diendo la oportunidad,*" "*si vivimos nuestras vidas solo Miranda,*" "*porque no puedes mirar la person detrás de la ropa,*" "*Nosotros no vestimos muy diferente pero nos gustan las misma cosas,*" "*ella no sabe si los va a gustar,*" "*ellos pudiera reunir,*" "*buen notas,*" and "*Es muy importante que aprendemos.*" The vocabulary is appropriate, but there is some second language interference: "*Yo me visto in pantalones*" and "*temas que tenía problemas con en escuela.*" Errors in conventions of the written language include orthography ("*difícil,*" "*diferente,*" "*discubrir,*" "*inmediatamente,*" "*no se esta diendo,*" "*mas importante*"), sentence structure ("*el dijo a Willie,*" "*Willie y yo sabíamos era porque el modo que tenía su pelo*"), and punctuation ("*Era perfecto!*"). The treatment of the topic, the organization, and the grammatical structures suggest the lower end of this category. This essay demonstrates basic competence without achieving a sustained level of good competence.

**AP<sup>®</sup> SPANISH LANGUAGE  
2005 SCORING COMMENTARY**

**Composition (continued)**

**Sample: FF**

**Score: 2**

This essay demonstrates lack of competence in written expression. Although relevant to the topic, it nevertheless strays from the question. Because of poor transition between paragraphs and absence of internal coherence within paragraphs, the essay lacks organization. Numerous grammatical errors impede communication: “*la sociedad mira mucho y es estructado,*” “*no hacen mirar por fuera de algien y no por dentro,*” “*yo creo que si no qieres ser lo no lo hagas.*” The vocabulary is insufficient and there is constant second language interference: “*no era haci,*” “*no es nadie en sociedad,*” “*los magazines,*” “*cuando ves ha esas personas.*” Written expression is further impeded by pervasive errors in orthography (“*Siempren,*” “*adolicendos,*” “*armiran,*” “*qiera,*” “*pe liando,*” “*indefirente,*” “*felizes,*” “*nunca lo cambiare*”), sentence structure (“*No tienen algien que lo qieren,*” “*Yo casi siempre algo si algien me lo dice*”), and punctuation (“*Porque?*” “*lo que importa no lo que esta a fuera*”). Nevertheless there are a few generally correct structures: “*Tratan de ver lo que es popular,*” “*Yo soy una persona muy individual,*” and “*Al contario si no me lo dicen lo hago.*” The prevalent errors throughout this essay overshadow the limited positive features.

**AP<sup>®</sup> SPANISH LANGUAGE**  
**2005 SCORING COMMENTARY**

**Picture Sequence**

Note: In the transcription of student's responses (in italics), two dots indicate a pause.

**Overview**

This part of the exam is designed to elicit a narration of the story suggested by a series of six drawings. Students have two minutes in which to demonstrate their oral ability by telling the story as they interpret it. They are expected to use a variety of structures and vocabulary. Fluency and pronunciation are also considered. This year's series showed a busy professional couple planning a dinner in a restaurant for later that evening.

**Sample: AA**

**Score: 9**

*Había una vez que dos personas están hablando en su trabajo. José y Juana están hablando porque quieren ir a una cena fabulosa en un restaurante a las siete de la noche. Ellos están trabajando mucho durante el día y en la oficina José tiene mucho trabajo. Personas están gritando a él y él no sabe qué va a ocurrir. En la . . el hospital Juana también tiene mucho trabajo. Hay muchas personas que están esperando para ver los doctores y . . Juana tiene muchos . . muchas personas para ver y investigar que, qué es sus enfermedades. Pero después del trabajo ellos van al . . locaciones diferentes para cortar su cabello y relajarse antes de ir a su cena fabulosa. Y Juan está relajando . . José está relajando y también Juana está relajando. Después de ir a . . para cortar sus cabellos . . José está esperando al frente de la casa de Juana a las ocho. Y . . Juana dice enfrente del espejo ¡Qué chévere! Después de ir al restaurante ellos están muy cansados y ellos duermen durante la cena en la mesa. ¡Qué cómico! Ellos no tienen el esfuerzo para comer su comida o hablar . . ahh . . juntos. Es una situación que está . . que . . es una situación muy cómica y ellos no pueden comer su comida o nada. También el vino . . el restaurante es muy, muy sorprendido.*

This sample demonstrates excellent oral expression. It shows a high level of fluency, control of complex structures, and very few errors. The narration is thorough, detailed, and rich. The student has rich vocabulary, used with precision. There are a few errors, but they do not detract enough from the overall quality of the sample to lower the score to an 8. The sustained level is a 9 at the low end.

**Picture Sequence**

**Sample: BB**

**Score: 6**

*Para empezar a las sies de la mana . . de la mañana en un día Pablo y Margarita pensaban en el trabajo sobre su dato esta noche en un restaurante muy famoso. Ellos trabaj . . trabajaron no juntos y ellos quienan . . ahh . . tener un dato . . ah . . esta noche en un restaurante. En el trabajo este día era necesario que Pablo terminara su trabajo para poder ir con Margarita al restaurante. Pero él tenía mucho que hacer en su trabajo. Para continuar Pablo fue al médico para . . que el médico pu . . pudiera ver . . ahh . . sus malas cosas . . sus malas cosas en su . . en su cuerpo. Entonces era importante que Margarita fuera a un lugar para su pelo. Era importante que Margarita preparara bi . . muy bien para este . . esta dato. A las noche . . a las ocho de la noche Pablo llegaba a su casa para ir al restaurante con Margarita. Y al fin y al cabo ellos dur . . mieron en la cena porque ellos . . um . . hi . . hicieron mucho en su día en el trabajo y en el médico y en . . la . . el lugar para el pelo y entonces ellos no pudieron hablar en el dato porque ellos tengo . . ellos tuvieron mucho . . um . . miedo también. Y si ellos no hicieran todas sus prepararía . . preparaciones ellos no dormirían . . dormirían en la cena porque . . umm . . entonces ellos . . um . .*

Copyright © 2005 by College Board. All rights reserved.

Visit [apcentral.collegeboard.com](http://apcentral.collegeboard.com) (for AP professionals) and [www.collegeboard.com/apstudents](http://www.collegeboard.com/apstudents) (for students and parents).

**AP® SPANISH LANGUAGE**  
**2005 SCORING COMMENTARY**

**Picture Sequence (continued)**

This sample demonstrates good oral expression with fairly good control of simple structures. There is good fluency, but the student has limited vocabulary resources and is forced to resort frequently to circumlocution in order to maintain the flow of the narration, as for example in “*fuera a un lugar para su pelo*” and “*fue al médico para . . . que el médico pu . . . pudiera ver . . . ahh . . . sus malas cosas . . . sus malas cosas en su . . . en su cuerpo.*” There are some Anglicisms that force interpretation of meaning, most significantly the use of “*dato.*” The sample has some complex structures, but they are used with limited control. Pronunciation is good and does not affect comprehension.

**Sample: CC**

**Score: 3**

*Um . . . hablando de su noche . . . um . . . romántico Juan y María planean ir a un cena . . . um . . . perfecta . . . um . . . con . . . ahh . . . al restaurante . . . amm . . . muy bueno . . . Um . . . Emidiamente . . . ahh . . . er al decir adiós Juan emidiamente tiene . . . ahh . . . demasiado cosas que . . . ah . . . tener que hacer. Sus clayentes . . . ahh . . . ahh . . . le hace falta a mucha ayuda y el sudaba mucho . . . amm . . . para que . . . ahh . . . porque tiene demasiado trabajo. Al mismo tiempo . . . amm . . . María . . . ahh . . . tiene . . . mucho clayentes enfermo y . . . amm . . . y trabaj . . . trabajo . . . trabaj . . . trabaja tan . . . um . . . difícil como Juan. . . amm . . . después . . . ahh . . . ahh . . . después de trabajo para que puedan parecer su mejores Juan y María se hacen su pelo y . . . amm . . . vest . . . ahh . . . vestirse elegante. Más tarde a las ocho de la noche . . . amm . . . Juan viene a casa listo y con flores para que imprese . . . amm . . . ahh . . . su amor María . . . Amm . . . También María hace . . . amm . . . mucho para que imprese . . . a su amor Juan. Um . . . al restaurante . . . um . . . ahh . . . muy . . . ahh . . . su noche elegante . . . ahh . . . Juan y . . . um . . . Juan y María pase . . . dormiendo . . .*

This sample demonstrates poor oral expression. There is very limited control of simple structures, and the student makes frequent errors. The narration is labored, with minimal fluency. The narrow range of vocabulary and Anglicisms (“*trabaja tan . . . um . . . difícil como Juan,*” “*para que imprese,*” “*puedan parecer su mejores*”) force interpretation. There is some flow to the narration, but it is a case of fluidity with no control of structures rather than fluency. Pronunciation is poor to fair and frequently forces interpretation of meaning. The sustained level is a low 3.

**AP<sup>®</sup> SPANISH LANGUAGE**  
**2005 SCORING COMMENTARY**

**Directed Responses**

Note: In the transcription of student's responses (in italics), two dots indicate a pause.

**Overview**

The five questions in the Directed Response section of the exam provide a simulated conversation on a single topic. The questions are progressively more complex in terms of content and language, so the challenge for the students increases with each question. The questions usually include a command, an opinion to be explained or defended, and a hypothetical situation requiring the use of a subjunctive. The topic for this year was reading, books, and authors.

**Sample: DD**

**Score: 4, 3, 4, 4, 4**

1. (4 points) *A mí me gusta leer como todo porque leyendo yo aumento mi vocabulario y mí . . . experiencias de lugares exóticos y otras cosas. Yo pienso que aprendo mucho leyendo y entonces a mí me gusta aprender todo por . . . por gustar aprender todo me gusta leer todo.*

This is an excellent sample that clearly demonstrates competence. Using a wide range of vocabulary, the student answers the question thoroughly. There is a high level of fluency and ease of expression, and the response is virtually free of errors.

2. (3 points) *El último libro que yo leí . . . eh . . . trataba de un hombre que se volvió loco y era, tenía . . . ahh . . . tiempo . . . tenía sitio en Cana . . . en el Canada y él estaba en una granja y . . . ahh . . .*

This is a very good sample that demonstrates competence. There is fluency and a good range of vocabulary, but awkwardness of expression with hesitancy. Some interpretation of meaning is necessary because of the use of “tenía sitio” and the pronunciation of “Canada.”

3. (4 points) *Para mí los dos son buenos porque leyendo bio . . . biblio . . . biografías de personas famosos yo puedo aumentar lo que . . . ahh . . . sé sobre como la historia de los EEUU que es lo que estoy estudiando y que estoy estudiando ahora . . . y . . . entonces yo puedo . . . ah . . . comprender mejor . . .*

The sample clearly demonstrates competence. This is an excellent response that answers the question thoroughly. The sample is virtually free of errors, and there is fluency with ease of expression.

4. (4 points) *Pues chica si no aprendes a leer no . . . si no aprenda, aprendes a leer no vas a . . . sa . . . saber si el baño es para los chicos o para las chicas porque dice “Mujeres” en uno y dice “Hombres” en el otro y si no puedes leer . . .*

The sample clearly demonstrates competence. The response answers the question thoroughly with considerable ease of expression and a high level of fluency.



**AP<sup>®</sup> SPANISH LANGUAGE**  
**2005 SCORING COMMENTARY**

**Directed Responses (continued)**

5. (4 points) *Si pudiera yo conocería a Gabriel García Márquez porque acabamos de leer uno de sus, un de sus libros . . . ahh . . . en nuestra clase de inglés y . . . ahh . . . me interesaba mucho, y entonces yo quiero saber . . . ahh . . . qué pensaría . . . Márquez . . .*

This is an excellent sample that clearly demonstrates competence. The response answers the question thoroughly, has a high level of fluency, demonstrates considerable ease of expression, and is virtually free of errors in structure.

**Sample: EE**

**Score: 3, 2, 2, 1, 2**

1. (3 points) *Me gusta leer las novelas misteriosos porque hay mucho suspenso y no me abur . . . ahh . . . me abure porque son muy interesantes . . . y no me gusta leer . . . ahh . . . los libros de la escuela porque . . . ahh*

This is a good sample that demonstrates competence. The response answers the question well. There is good fluency, ease of expression, and a good range of vocabulary. The awkwardness in the middle of the answer keeps it out of the 4 category.

2. (2 points) *Ahh, la última libro que yo leí fue sobre . . . ahh . . . los esclavos y la descreminación en la historia y . . . ahh . . . yo aprendé que no*

This is an acceptable answer that suggests competence. The response answers the question adequately, but poor pronunciation and errors in structure prevent the sample from making it to the good category.

3. (2 points) *Prefiero que yo lea libros de ficción porque son tan interesantes y . . . los, las biografías son muy abarridos. No puedo concentrar cuando yo, cuando yo los leo porque no, no me interé . . . s . . .*

This is an acceptable sample that suggests competence. The response answers the question adequately, but pronunciation interferes with understanding. There is some fluency with self-correction, but there are several errors in structure.

4. (1 point) *Es tan importante . . . ahh . . . empre . . . emprendas a leer porque si . . . ahh . . . estás . . . ahh . . . pier . . . pier . . . perdas . . . perdés no sa . . . no sa . . . no sabrás . . . ahh . . . donde debes . . .*

This is a poor sample that suggests incompetence. The response addresses the question inadequately and is unfinished due to lack of resources. There is minimal fluency, labored expression, halting, and a lack of vocabulary resources.

5. (2 points) *Si yo perí . . . pudiera encontrar un escritor yo no sé . . . ahh . . . ahh . . . que . . . lo . . . que . . . cuál escritor yo . . . ahh . . . quis . . . quisiera . . . ahh . . . encontrar porque yo no tengo mucho tiempo para le . . . er afuera de la escuela.*

This is a barely acceptable answer that suggests competence. It has some fluency, but the expression is labored, there is some hesitancy, and there are some errors in structure. The answer is just barely acceptable.

**AP<sup>®</sup> SPANISH LANGUAGE**  
**2005 SCORING COMMENTARY**

**Directed Responses (continued)**

**Sample: FF**

**Score: 1, 0, 0, 1, 0**

1. (1 point) *Me gusta leer . . . ah . . . ah . . . a Sports Illustrated porque me gusto mucho a la . . . a . . . jugar.*

The sample is poor and strongly suggests incompetence. The response addresses the question but is unfinished due to lack of resources. There is little or no fluency, the expression is hesitant and labored, and there are few vocabulary resources.

2. (0 points) No response.

The sample is unacceptable and demonstrates incompetence. There is no attempt made even though the mike is open and recording.

3. (0 points) *Libros famosos . . . porque . . .*

The response demonstrates incompetence. The answer does not clearly address the question since the question asks about famous persons, not famous books.

4. (1 point) *Es importante a leer porque . . . tú es . . . tú . . . hiz . . . hiciera a leer en colégico y high school . . . y puedo . . .*

The sample suggests incompetence. The answer does not adequately address the question and is unfinished due to lack of resources. There is virtually no fluency or control of structures, few vocabulary resources are evident, and the expression is labored.

5. (0 points) *Un escrito . . . es . . . de mi maes . . . mi maestra porque ella . . . estaba muy dilimiente . . . y . . .*

This is a poor response that demonstrates incompetence. The answer clearly does not address the question. There is virtually no control of structures, no fluency, and labored expression, and there are few vocabulary resources.