



AP[®] Spanish Literature and Culture 2013 Scoring Guidelines

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AP[®] SPANISH LITERATURE AND CULTURE 2013 SCORING GUIDELINES

Question 1

Short Answer: Text Explanation

Text: Excerpt from *El conde Lucanor*, Don Juan Manuel

Theme: *Las relaciones de poder*

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

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

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

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

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

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

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

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

0 The response is so brief or so poorly written as to be meaningless, is in English, or is otherwise off-task.

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

— **Response is blank.**

Note: A response scored a (-) in content must also receive a (-) in language.

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Scoring Guidelines for Language Usage for Questions 1 and 2

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

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

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

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

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

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

0 The response is so brief or so poorly written as to be meaningless, is in English, or is otherwise off-task.

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

— **Response is blank.**

Note: A response scored a (-) in language must also receive a (-) in content.

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Question 2

Short Answer: Text and Art Comparison

Text: *Borges y yo*, Jorge Luis Borges

Artwork: *Dalí de espaldas pintando a Gala*, Salvador Dalí

Theme: *La dualidad del ser*

Technique: *La metaficción*

3 The response effectively compares the theme in both works and relates the theme of the text and the artwork to the technique of metafiction.

- Effectively compares the theme in both works.
- Effectively relates the theme of the text and artwork to the technique of metafiction.
- Supports response with relevant evidence from both works.

2 The response compares the theme in both works and relates the theme to the technique of metafiction; description outweighs comparison.

- Compares the theme in both works, but description of the elements of both works outweighs comparison.
- Relates the theme of the text and artwork to the technique of metafiction, but description of the elements of both works outweighs comparison.
- Supports response with evidence from both works, but evidence may not be clear or relevant.

Note: If the response does not relate the theme to the technique of metafiction, the comparison of the theme between the text and the artwork must be effective to earn a 2.

1 The response attempts to compare the theme in both works and/or attempts to relate the theme to the technique of metafiction; description outweighs comparison; irrelevant comments may predominate.

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

Note: A response that discusses the theme only in the text or the artwork or a response that only discusses metafiction cannot receive a score higher than 1.

0 The response is so brief or so poorly written as to be meaningless, is in English, or is otherwise off-task.

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

— **Response is blank.**

Note: A response scored a (-) in content must also receive a (-) in language.

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Question 3

Essay: Analysis of Single Text

Text, (Sub-) Genre, and Cultural Context:

Text: *Mi caballo mago*, Sabine Ulibarrí

(Sub-) Genre: *La poesía en prosa*

Cultural Context: *El Nuevo México rural del siglo XX*

5 The essay clearly analyzes how the text represents both the specified (sub-) genre and the given cultural context.

- Thoroughly analyzes a variety of rhetorical, stylistic, or structural features in the text as they relate to the (sub-) genre.
- Analyzes how cultural products, practices, or perspectives found in the text reflect the given cultural context.
- Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed essay.
- Supports analysis by integrating specific, well-chosen textual examples throughout the essay.

4 The essay analyzes how the text represents both the specified (sub-) genre and the given cultural context; description and narration are present but do not outweigh analysis.

- Discusses rhetorical, stylistic or structural features in the text as they relate to the (sub-) genre.
- Explains how the text's content relates to the given cultural context.
- Includes an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas.
- Supports analysis with appropriate textual examples.

3 The essay attempts to analyze how the text represents the specified (sub-) genre and the given cultural context; however, description and narration outweigh analysis.

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

Note: If the essay has a significantly unbalanced focus on either the specified (sub-) genre or the given cultural context, the analysis must be good to earn a score of 3.

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Question 3 (continued)

2 The essay shows little ability to analyze how the text represents the specified (sub-) genre and the given cultural context; summary and paraphrasing predominate.

- Identifies some rhetorical, stylistic, or structural features in the text, but may not explain their relevance to the (sub-) genre.
- May not clearly identify features of the given cultural context represented in the text.
- May not clearly state a purpose or be organized around a central idea or argument; progression of ideas may not be logical.
- Presents main points and some details, describes basic elements of the text, but may do so without examples or supporting an argument.
- Contains some errors of interpretation that occasionally detract from the overall quality of the essay.

Note: An essay that treats only the (sub-) genre or the given cultural context cannot receive a score higher than 2.

1 The essay is inaccurate and insufficient; there is no attempt to analyze the text; irrelevant comments predominate.

- Identifies some rhetorical, stylistic or structural features in the text, but does not explain their relevance to the (sub-) genre.
- Demonstrates lack of understanding of the genre, of the given cultural context, or the text.
- Does not state a purpose, show evidence of organization, or offer a progression of ideas.
- May consist entirely of summary or paraphrasing of the text without examples relevant to the specified (sub-) genre or the given cultural context.
- Contains frequent errors of interpretation that significantly detract from the overall quality of the essay.

0 The response is so brief or so poorly written as to be meaningless, is in English, or is otherwise off-task.

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

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

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Scoring Guidelines for Language Usage for Questions 3 and 4

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

- Vocabulary is varied and appropriate to the text(s) being discussed, presents main ideas and supporting details, and communicates some nuances of meaning.
- Control of grammatical and syntactic structures is very good; use of verb tenses and moods is generally accurate; word order and formation are accurate; use of cohesive devices and transitional elements or both is appropriate to guide understanding.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; paragraphing shows grouping and progression of ideas.

4 Language usage is appropriate to the task and generally accurate; the reader's understanding of the response is clear and not affected by errors in the student's use of language.

- Vocabulary is appropriate to the text(s) being discussed, and presents main ideas and some supporting details.
- Control of grammatical and syntactic structures is good; occasional errors in the use of verb tenses and moods do not detract from understanding; word order and formation are mostly accurate.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; occasional errors do not detract from understanding; paragraphing shows grouping and progression of ideas.

3 Language usage is appropriate to the task and sometimes accurate; the reader understands the response though the student's use of language is somewhat limited.

- Vocabulary is appropriate to the text(s) being discussed, but may be limited to presenting some relevant ideas.
- Control of grammatical and syntactic structures is adequate; errors in the use of verb tenses and moods may be frequent but do not detract from overall understanding; word order and formation are generally accurate.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are sometimes accurate; numerous errors do not detract from overall understanding; paragraphing shows grouping of ideas.

2 Language usage is sometimes inappropriate to the task and generally inaccurate; the reader must supply inferences to make the response understandable.

- Vocabulary may be inappropriate to the text(s) being discussed, and forces the reader to supply inferences.
- Control of grammatical and syntactic structures is weak; errors in verb forms, word order, and formation are numerous and serious enough to impede comprehension at times.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally inaccurate; errors are numerous and serious enough to impede comprehension at times; paragraphing may not show grouping of ideas.

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Scoring Guidelines for Language Usage for Questions 3 and 4 (continued)

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

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

0 The response is so brief or so poorly written as to be meaningless, is in English, or is otherwise off-task.

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

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

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Question 4

Text Comparison

Essay: Texts and Theme

Text 1: *Hombres necios que acusáis*, Sor Juana Inés de la Cruz

Text 2: *Décimas...*, Marcia Belisarda

Theme in the text: *Las relaciones entre los hombres y las mujeres*

- 5 The essay clearly analyzes the literary devices and compares the theme in both texts.**
- Effectively analyzes rhetorical, stylistic, or structural features in both texts in relation to the development of the theme.
 - Analyzes the development of the theme in both texts to support comparative analysis.
 - Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed essay.
 - Supports analysis by integrating specific, well-chosen textual examples throughout the essay.
- 4 The essay analyzes the literary devices and compares the theme in both texts; description and narration are present but do not outweigh analysis.**
- Discusses rhetorical, stylistic, or structural features in both texts in relation to the development of the theme.
 - Explains and compares the presence of the theme in both texts.
 - Includes an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas.
 - Supports analysis with appropriate textual examples.
- 3 The essay attempts to analyze the literary devices and compare the theme in both texts; however, description and narration outweigh analysis.**
- Describes some rhetorical, stylistic, or structural features in both texts and attempts to explain their relevance to the theme.
 - Describes the presence of the theme in both texts.
 - Includes a statement of purpose, evidence of organization (a stated topic, an introduction, a conclusion), and a logical progression of ideas.
 - Elaborates on main points and supports observations with examples; however, the examples may not always be clear and relevant.
 - Contains some errors of interpretation, but errors do not detract from the overall quality of the essay.

Note: If the essay has a significantly unbalanced focus on one of the texts, the analysis must be good to earn a score of 3. In an essay that does not include literary devices, the discussion of the theme in both texts must be good to merit a 3. In an essay that suggests a lack of understanding of the theme, the discussion of literary devices in both texts must be good to merit a 3.

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Question 4 (continued)

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

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

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

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

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

0 The response is so brief or so poorly written as to be meaningless, is in English, or is otherwise off-task.

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

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