

# AP<sup>®</sup> SPANISH LITERATURE AND CULTURE 2015 SCORING GUIDELINES

## Question 2

**Short Answer:** Text and Art Comparison

**Text:** “Segunda carta de relación,” Hernán Cortés

**Artwork:** *The Conquest of Tenochtitlán*

**Theme:** *El imperialismo*

**Period:** *La época colonial*

**3 The response effectively compares the theme in both works and relates the theme of the text and the artwork to the Colonial era.**

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

**2 The response compares the theme in both works and relates the theme to the Colonial era; 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 Colonial era, 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 Colonial era, 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 Colonial era; 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 Colonial era, yet the response is incomplete or insufficient.
- Does not provide supporting evidence from both works.

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

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

*Note:* A response that merely restates part or all of the prompt 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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## 2015 SCORING GUIDELINES

### 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, or insufficient; the reader struggles to create an understanding of the response.**

- Vocabulary is insufficient or inappropriate to the topics or works being discussed; errors render comprehension difficult.
- Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, 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 not in Spanish, 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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Answer page for Question 2

Tanto la "segunda carta de relación" de Hernán Cortés, como la pintura "The Conquest of Tenochtitlán" representan la colonización de México por parte de los españoles. En ambas se hace referencia al imperialismo al que los mexicanos estuvieron sometidos.

Por su parte, Cortés le relata al rey lo que aconteció, siempre resaltando lo maravilloso que él es y como los mexicanos lo adoran. En ningún momento se olvida de demostrarle lealtad al rey para no correr el riesgo de que lo desvincule de la conquista. No obstante, nunca hace referencia a la violencia empleada por parte de los españoles para dominar a los indígenas.

Por otro lado, la pintura detalla claramente la agresividad mediante la cual se ~~doma~~ conquistó a los ~~indigen~~ indígenas mexicanos. Se muestra cómo los indios se encuentran en una posición muchísimo menor debido al reducido número de ellos y sus antiguas y simples armas. Ante tales circunstancias, queda en evidencia que los

Additional answer page for Question 2

españoles no fueron tan grandiosos como Cortés  
dice sino, que se encontraban con ~~una~~ ventaja.

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Answer page for Question 2

Si En esta <sup>dos</sup> selecciones se ve ~~tas~~ diferentes ~~perpessivas~~ lados de el imperialismo. En una seleccion la "Segunda carta de relaciones" por Hernan Cortes se ve como las personas que vivian ~~alli~~ fueron maltratadas y explotadas por sus recursos. En la pintura se ~~ta~~ ve la grandesa de los Espanoles conquirando a los indigenos. Si ven los indios como salvajes y los Espanoles como grandes ejemplos de los humanos. En cambio en la seleccion se ve como Mutezuma describe los dos Espanoles y Indigenos que los dos tiene la misma sangre aunque se ~~+~~ parecen diferentes. Estas dos selecciones enseñan las dos lados de el imperialismo los ~~conquistadores~~ <sup>Conquistadores</sup> y los conquistados.

La carta de Hernan Cortez es una carta al rey de España que habla de a ser el rey más contento con la cosa que le quitan a los Aztecas y las Indignas. La carta y la ~~foto~~ foto de "conquest México" enseñan que los españoles le quitaron la tierra a los Indignas para que los españoles pueden tener más tierra oro y rica.

↑  
Indians  
natives

↑  
rich-ness

epoca: las sociedades en contacto

tema: las sociedad en contacto:  
econmica

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## 2015 SCORING COMMENTARY

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

### Question 2

#### Short Answer: Text and Art Comparison

##### Overview

This question required students to read an excerpt from a work on the required reading list and study an image of a painting related by theme to the text. Students were asked to compare how a particular theme is represented in both the text and the image, and then to connect that theme to the period of the text. On this year's exam, the text was a selection from "Segunda carta de relación" by Hernán Cortés. The image reproduced on the exam was a painting entitled *The Conquest of Tenochtitlán* from the *Conquest of Mexico* series (Private Collection). Students were required to compare the representation of the theme of imperialism (*el imperialismo*) in both works in relation to the Colonial era.

##### Sample: 2A

##### Content Score: 3

This well-organized response effectively compares the theme of *el imperialismo* in both "Segunda carta de relación" by Hernán Cortés and the painting entitled *The Conquest of Tenochtitlán* and relates the theme of the text and the artwork to the Colonial era. The student clearly and consistently compares the two works throughout the response using comparative language; this is clear from the beginning of the response ("*Tanto la 'Segunda carta de relación' ... como la pintura ... representan la colonización*"), to the transition from the first to the second paragraph ("*En ambas se hace referencia al imperialismo*"), and finally at the transition to the section on the painting ("*Por otro lado, la pintura detalla claramente la agresividad mediante la cual se conquistó*"). The response effectively and consistently relates the theme of the text and artwork to the Colonial era through vocabulary usage connected to colonization and conquest ("*colonización*"; "*conquista*"), references to the colonized peoples and places ("*Tenochtitlán*"; "*México*"; "*mexicas*"; "*indígenas*"; "*mexicas*"; "*mexicos*"; "*indios*"), references to obedience to the king ("*le relata al rey*"; "*demonstrarle lealtad al rey*"), and explanations of techniques of subjugation ("*la violencia empleada por parte de los españoles para dominar a los indígenas*"). The student supports the response with well-chosen evidence from both works ("*Por su parte, Cortés le relata al rey lo que aconteció, siempre resaltando lo maravilloso que él es*"; "*la pintura detalla claramente la agresividad mediante la cual se conquistó a los mexicos*"). The student explains the comparison, provides evidence, and avoids including extraneous material.

##### Language Score: 3

The language use in this response is appropriate to the task, generally accurate, and varied; the reader's understanding of the response is clear and supported by the student's excellent use of language. The vocabulary of the response is varied and appropriate to the topics and the works being discussed ("*sometidos*"; "*riesgo*"; "*dominar*"; "*agresividad*"; "*mediante*"; "*circunstancias*"; "*grandiosos*"). The student's excellent control of grammatical and syntactic structures is demonstrated through the correct use of relative pronouns, object pronouns, and subjunctive subordinate clauses ("*al imperialismo al que los mexicas estuvieron sometidos*"; "*le relata al rey lo que aconteció*"; "*para no correr el riesgo de que lo desvincule*"; "*la agresividad mediante la cual se conquistó a los mexicos*"). The student's use of tenses and moods is varied, demonstrating correct usage of the present and preterit indicative and the present subjunctive ("*representan*"; "*estuvieron*"; "*aconteció*"; "*desvincule*"). Word order and formation are correct. There are very few errors in the conventions of the written language, except for a random missing accent ("*como*") and a spelling error ("*mexicos*"). Punctuation is correct.

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## Question 2 (continued)

### Sample: 2B

### Content Score: 2

This response compares the theme of *el imperialismo* in both the selection from “Segunda carta de relación” by Hernán Cortés and the painting entitled *The Conquest of Tenochtitlán* and relates the theme of the text and the artwork to the Colonial era; however, the description outweighs the comparison. The response focuses its basic comparison on the portrayal of the Spaniards and native peoples in either a hierarchical manner (“*los indios como salvajes y los Españoles como grandes ejemplos*”) or as equals (“*en la seleccion se ve como ... los dos tiene la misma sangre*”). Although the response does use comparative language (“*En esta dos selecciones se ve dos diferentes lados de el imperialismo*”; “*Estas dos selecciones enseñan las dos lados de el imperialismo los conquistadores y los conquistados*”), much of the description is focused individually on either the painting or the text (“*se ve como las personas que vivian allí fueron maltratadas y explotadas por sus recursos*”; “*En la pintura se ve la grandesa de los Espanoles*”; “*Si ven los indios como salvajes*”; “*en la seleccion se ve como Mutezuma describe los dos Espanoles y Indigenos*”). The response provides superficial indications about the Colonial era as connected to the comparison (“*Estas dos selecciones enseñan ... los conquistadores y los conquistados*”), but the response generally treats the colonial aspects of each work separately rather than comparatively (“*En una seleccion ... se ve como las personas que vivian allí fueron maltratadas y explotadas por sus recursos*”; “*En la pintura se ve la grandesa de los Españoles conqurando a los indigenas*”). The response presents one well-chosen piece of evidence that explicitly supports the comparison (“*En la pintura ... Si ven los indios como salvajes y los Españoles come grandes ejemplos de los humanos. En cambio en la seleccion se ve como Mutezuma describe ... que los dos tiene la misma sangre*”). Nevertheless, much of the limited evidence is neither clear nor relevant to the student’s comparison. In the first textual reference, for example, which speaks of exploitation and abuse (“*las personas que vivian allí fueron matrados y explotadas por sus recursos*”), it is unclear if the reference is to Moctezuma abusing the subjugated peoples or to Cortés abusing the indigenous peoples in general; furthermore, this textual citation is not connected to the other examples or to the specific comparison the student makes throughout the rest of the response. If the response had supported the specific comparison with additional well-chosen evidence from both works and had made more direct references to the Colonial period, the response could have merited a higher content score.

### Language Score: 2

The language usage in this response is appropriate to the task and sometimes accurate; the reader understands the response, although the student’s use of language is somewhat limited. The vocabulary is appropriate to the topics and works being discussed (“*selecciones*”; “*maltratadas*”) but limits the student’s ability to present relevant ideas. Control of grammatical and syntactic structures is adequate (“*las personas ... fueron maltradas*”; “*Estas dos selecciones enseñan*”), but there are some errors, especially in number, gender, and subject-verb agreement (“*En esta dos selecciones*”; “*de el imperialismo*”; “*los dos tiene*”; “*las dos lados de el imperialismo*”). There are no errors in verb tenses or moods; however, the student’s use of verb tenses and moods is limited to the present tense indicative (primarily the verb “*ver*”) and the imperfect indicative in one case (“*vivian*”). Word order is adequate, but there are some errors in word formation (“*conqurando*”; “*conquestidores*”; “*conquestidados*”). There are numerous spelling errors (“*relaciones*”; “*explotados*”; “*grandesa*”; “*Si*” instead of “*Se*”; “*come*” instead of “*como*”; “*describe*”; “*paracen*”; “*diferentes*”), errors of capitalization (“*En*”; “*Espanoles*”; “*Españoles*”; “*Indigenos*”), and a general lack of accents throughout the response (“*seleccion*”; “*Hernan*”; “*Cortes*”; “*como*”; “*vivian*”; “*alli*”; “*indigenos*”), but they do not impede communication.

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**Question 2 (continued)**

**Sample: 2C**

**Content Score: 1**

This response unsuccessfully attempts to compare the theme in both works and to relate both works to the Colonial era. The response is brief, schematic, and contains some irrelevant comments. The student attempts to compare the two works ("*la carta y la foto ... enseñan*"), but the response is incomplete and insufficient because the comparison does not explicitly address the theme of imperialism. There is an attempt to relate the response to the Colonial era by mentioning the colonial power ("*el rey*") and the confiscation of territory and property ("*los espanoles le quitaron la tierra a los indignas*"; "*los espanol pueden tener mas tierra oro y ricasa*"). However, the response is incomplete because it does not relate the Colonial era to a comparison between the two works or provide supporting evidence for the assertions it makes. The final two phrases of the response ("*epoca: las sociedades en contacta*"; "*tema: las sociedad en contacta: econmica*") do not enhance the preceding material. If the response had explicitly mentioned imperialism, compared the theme in both works, and connected the thematic comparison more closely to the Colonial period, the response could have received a higher score.

**Language Score: 1**

The language usage in this short response is inappropriate to the task, inaccurate, and insufficient; the reader struggles to create an understanding of the response. The student's vocabulary is insufficient and inappropriate to the topics or works being discussed as demonstrated by the explanatory notes in English the student provides ("*indians*"; "*natives*"; "*rich-ness*"). Control of grammatical and syntactic structures in the response is inadequate ("*que habla de a ser*"; "*los espanol*"). Although there are no errors in tenses and moods, the use of verbs is limited to the present and preterit tenses of the indicative and an infinitive. The short response has no erroneous word order or formation. There are pervasive spelling errors ("*cortez*"; "*espania*"; "*conteinto*"; "*Atzecas*"; "*indignas*"; "*ensenan*"; "*espanoles*"; "*espanol*"; "*tiener*"; "*ricasa*"; "*sociedades*"; "*contacta*"; "*socidad*"; "*econmica*"), as well as errors in accents ("*hernan*"; "*cortez*"; "*mas*"; "*epoca*") and capitalization ("*hernan*"; "*cortez*"; "*espania*"; "*Que*"; "*Atzecas*"). There is also a missing comma ("*tierra oro y ricasa*") and a run-on sentence ("*Atzecas y las indignas la carta y la foto*"). The combined errors in language use render comprehension of this response difficult.