

AP® SPANISH LITERATURE AND CULTURE 2016 SCORING GUIDELINES

Question 1

Short Answer: Text Explanation

Text: Excerpt from “Nuestra América,” José Martí

Theme: La identidad americana

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

- Identifies correctly the author and the period.
- Effectively explains 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 theme in the text; description and narration are present but do not outweigh explanation.

- Identifies correctly either the author or the period.
- Explains 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 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 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 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 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 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.

**AP® SPANISH LITERATURE AND CULTURE
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Question 1 (continued)

Language Usage

- 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.

El fragmento representado corresponde a la obra de "Nuestra América," escrita por José Martí durante el siglo XIX. En el argumento de José Martí se desarrolla el tema de la identidad americana a lo largo del texto. Martí trata de resaltar la prioridad que se debería dar a conocer la historia del lugar de donde se vive y se proviene, en vez de dar tanta importancia a las teorías e ideologías de países o hasta continentes extranjeros. Martí demuestra su orgullo por su propia identidad americana y extiende este sentimiento para argumentar que al conocer la historia de ~~Nuestra~~ América o del país propio y de la misma cultura, los habitantes de aquél lugar también lograrían desarrollar un orgullo por su propia identidad americana.

Al permitir que la prioridad en la educación sea de historias de países extranjeros o de ideologías pertinentes a otras regiones se pierde el sentido de identidad de una persona a sus orígenes. Además, Martí argumenta que es más recomendable y práctico conocer la historia propia cuando dice, "La historia de América, de los incas a acá, ha de enseñarse al dedillo; aunque no se enseñe la de los arcontes de Grecia. Nuestra

Additional answer page for Question 1

Grecia es preferible a la Grecia que no es nuestra. Nos es más necesaria." En su cita no sólo resalta la importancia de conocer la historia e identidad propia, sino que también ~~argumenta~~ argumenta que es más necesaria y podría ser de más importancia conocer los problemas del pasado, su continuidad en el presente para poder así resolver los del futuro.

Este fragmento es del ensayo "Nuestra América" por José Martí. Martí fue escribiendo en la época ~~del~~ imperialismo de los Estados Unidos y Europa. El gobierno de los Estados Unidos quería poder de los países ~~de~~ ^{en el Sur:} ~~América Latina~~. A Martí no le gusta esa práctica, y por eso escribió "Nuestra América". En el ensayo, Martí pone énfasis en la idea que los países hispanoamericanos necesitan estar juntos en creando un identidad americana común. En ~~esa~~ esa época fueron países que ~~querían~~ querían tener poder de los países más pequeño en ^{América Latina} ~~los~~ de todos lados. Los países grandes pensaban que para en Latin América fue un empeñado a poder en el mundo. Martí no quería que Latin America solo fue un parte en el plan de otros países. Martí quería que Latin America tenía su propio identidad sin la influencia de ~~los~~ otros. La identidad Americana es fuerte, y hermosa. Martí ~~explicó~~ explica que la gente de ~~Latin~~ ^{Nuestra} América Latina necesita tener el poder de su identidad.

"Nuestra América" ~~por~~ fue escrita por el Modernismo. Es modernismo porque ~~la~~ esta en la época más cercana a la que estás en. La identidad de América se pone en efecto cuando ellos ~~así~~ remplazan las ideas políticas de antes y ~~así~~ sus mismas para acomodar a ellos mismos.

AP® SPANISH LITERATURE AND CULTURE 2016 SCORING COMMENTARY

Question 1

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

Overview

Question 1 (Text Explanation) is a short response question that required students to read an excerpt from a work they have already studied, as it is on the required reading list. On this year's exam, the excerpted work was from the essay "Nuestra América," written and published by Cuban author José Martí in 1891. Students were asked to identify the author and period of the text, and explain the theme of "American identity" within the work from which the excerpt was taken. The question asked students to identify the *época* "period" in the question to elicit a historical timeframe, dates, or a literary movement relevant to both the time period and hemisphere in question. Students were asked about "American identity" to elicit references to Latin America, Spanish America, the Caribbean, and/or Cuba.

Sample: 1A

Content Score: 3

This response correctly identifies the author ("José Martí") and the period ("siglo XIX"), effectively explains the theme ("Martí trata de resaltar la prioridad que se debería dar a conocer la historia del lugar de donde se vive y se proviene, en vez de dar tanta importancia a las teorías e ideologías de países o hasta continentes extranjeros"; "Martí demuestra su orgullo por su propia identidad americana y extiende éste sentimiento para argumentar que al conocer la historia de América o del país propio y de la misma cultura, los habitantes de aquél lugar también lograrían desarrollar un orgullo por su propia identidad americana"; "Al permitir que la prioridad en la educación sea de historias de países extranjeros o de ideologías pertinentes a otras regiones se pierde el sentido de identidad de una persona a sus orígenes"; "argumenta que es más necesaria y podría ser de más importancia conocer los problemas del pasado, su continuidad en el presente para poder así resolver los del futuro"), and supports the response with relevant evidence from the text ("La historia de América ... Nos es más necesaria").

Language Score: 3

This response demonstrates language usage that is appropriate to the task, generally accurate, and varied ("corresponde"; "resaltar"; "proviente"; "teorías"; "ideologías"; "extiende"; "lograrían"; "pertinentes"; "orígenes"; "argumenta"; "cita"; "continuidad"). The student's control of grammar and syntax is very good ("fragmento representado"; "corresponde a"; "en vez de"; "lograrían desarrollar"; "Al permitir"; "se pierde el sentido de identidad"; "e identidad") in spite of an error in number agreement ("la historia e identidad propia") and the use of a feminine adjective in an impersonal phrase ("es más necesaria"). Word order and formation are generally accurate, despite some awkward phrasing ("la historia del lugar de donde se vive y se proviene"; "es más necesaria y podría ser de más importancia conocer los problemas del pasado, su continuidad en el presente para poder así resolver los del futuro"). Although there are errors in accents ("de donde"; "éste"; "aquél" "tambien") and a missing comma ("otras regiones se pierde"), the reader's understanding of the response is clear and supported by the student's use of language.

Sample: 1B

Content Score: 2

This response correctly identifies the author ("José Martí") and the period ("la época imperialismo de los Estados Unidos y Europa"). The student explains the theme in the text ("El gobierno de los Estados Unidos quería poder de los países en el sur. A Martí no le gusta esa práctica"; "pone énfasis en la idea que los países hispanoamericanos necesitan estar juntos en creando una identidad americana común"; "Martí no quería que Latin America solo fue un parte en el plan de otros países") and supports the response with

AP® SPANISH LITERATURE AND CULTURE 2016 SCORING COMMENTARY

Question 1 (continued)

evidence from the text, although the reference to the text is not always clear (“*Martí quería que Latin America tenía su propio identidad sin la influencia de otros*”; “*Martí explica que la gente de América Latina necesita tener el poder de su identidad*”). This response could have received a higher score had the period identification been more precise, the explanation been more effective, and there been more relevant evidence from the text.

Language Score: 2

This response demonstrates language usage that 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 task (“época”; “gobierno”; “juntos”; “común”; “países”; “plan”; “propio”) but limits the student’s ability to present relevant ideas (“tener poder de los países”; “de todos lados”; “necesita tener el poder de su identidad”). The control of grammatical and syntactic structures is adequate, but there are errors in the conjugation and use of verbs (“fue escrito”; “gusta”; “escritó”; “en creando”; “fue países”; “fue un empezado”; “no quería que Latin America solo fue”; “quería que Latin America tenía”), in word formation (“imperialismo”; “un empezado”), in gender and number agreement (“países hispanoamericanas”; “un identidad”; “países más pequeño”; “fue un parte”; “propio identidad”), in omitted articles (“pensaban que poder en Latin América”; “fue un empezado a poder en el mundo”), and in the use of English (“Latin America”); these errors, however, do not detract from overall understanding. There are some errors in spelling (“emfasis”; “indentidad”), in accents (“países”; “America”; “emfasis”; “influencia”), and in capitalization (“Americana”; “Latina”), but they do not impede communication.

Sample: 1C

Content Score: 1

This response does not attempt to identify the author, but it does refer to the correct period (“el modernismo”). The student attempts to explain the theme in the text (“*La endentidad de America se pone en efecto cuando ellos remplacan la ideas politicas de antes y asen sus mismas para acomodar a ellos mismos*”) and to support the response with textual evidence (“*ellos remplacan la ideas politicas de antes y asen sus mismas*”), but the explanation fails and the evidence is unclear. This response could have received a higher score if the student had identified the author correctly, explained the theme in the text, and provided clear and relevant evidence from the text.

Language Score: 1

This response demonstrates language usage that is inaccurate and insufficient. The vocabulary is insufficient and generic. Errors in syntax (“a la que esta en”), in spelling (“echá”; “lla”; “sercana”; “endentidad”; “reemplacan”; “asen”) and in accents (“esta”; “epoca”; “America”; “políticas”) are frequent for such a brief response and render comprehension difficult.