



AP[®] Spanish Literature and Culture 2013 Scoring Guidelines

The College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT[®] and the Advanced Placement Program[®]. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. 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.

© 2013 The College Board. College Board, Advanced Placement Program, AP, SAT and the acorn logo are registered trademarks of the College Board. All other products and services may be trademarks of their respective owners.

Visit the College Board on the Web: www.collegeboard.org.

AP Central is the official online home for the AP Program: apcentral.collegeboard.org.



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.

AP[®] SPANISH LITERATURE AND CULTURE

2013 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, 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.

**AP[®] SPANISH LITERATURE AND CULTURE
2013 SCORING GUIDELINES**

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.

**AP[®] SPANISH LITERATURE AND CULTURE
2013 SCORING GUIDELINES**

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.

**AP[®] SPANISH LITERATURE AND CULTURE
2013 SCORING GUIDELINES**

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.

— Page is blank.

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

AP[®] SPANISH LITERATURE AND CULTURE

2013 SCORING GUIDELINES

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.

AP[®] SPANISH LITERATURE AND CULTURE

2013 SCORING GUIDELINES

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.

— **Page is blank.**

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

AP[®] SPANISH LITERATURE AND CULTURE 2013 SCORING GUIDELINES

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.

**AP[®] SPANISH LITERATURE AND CULTURE
2013 SCORING GUIDELINES**

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.

— Page is blank.

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