
AP Spanish Literature and Culture

Sample Student Responses and Scoring Commentary

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Question 1

Short Answer: Text Explanation

Text: Excerpt from “El hijo,” Horacio Quiroga

Theme: *La naturaleza y el ambiente*

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 not in Spanish, or is otherwise off-task.

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

— Response is blank.

Note: A response that receives a (—) in content must also receive a (—) in language.

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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, or word 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 or stimulus receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.

— **Response is blank.**

Note: A response that receives a (—) in content must also receive a (—) in language.

1A 10/1

Answer page for Question 1

"El Hijo" fue escrito por Quiroga y es parte de la época del Modernismo. Dentro de la obra, la naturaleza juega ~~un~~^{el} papel de un tercer personaje; estableciendo una presencia fuerte y opresiva, la naturaleza crea suspense y un ambiente de anticipación. Por ejemplo, el movimiento del sol que va ascendiendo recuerda al padre que el tiempo está pasando, reflejando y aumentando su ansiedad. Quiroga expone la naturaleza como una fuerza superior al destino de los otros personajes, lo que subraya el ambiente oscuro y la debilidad humana. La naturaleza sigue la experiencia del padre a través de la obra pero no^{le} ofreceⁿⁱ compasión ni ayuda.

1B 1 of 2

En este fragmento, el autor de "El Hijo" es Horacio Quiroga. El autor escribe este fragmento sobre lo que le pasa a su hijo. El autor usa la naturaleza para describir lo que siente sobre la nunca llegada de su hijo.

En este fragmento, el padre del hijo ama a su hijo. El hijo se fue dejando saber a qué hora hubiese llegado. El padre se pone nervioso sobre el tiempo que es y que su hijo no ha llegado. El padre luego usa la naturaleza para describir lo que siente. Por ejemplo, ~~en el~~ el fragmento dice "Adonde ~~para~~ quiera que se mire — Piedras, tierra, árboles — el aire enrarecido como un horno, vibra con el calor." Esto demuestra que el padre usa palabras para describir ~~los~~ los similares de la naturaleza con alguien. En adición, dice "El sol, ya alto, continua ascendiendo." Esto explica la hora que ha pasado. El padre se está dando cuenta de que algo ya no está bien.

El ambiente de esta obra ~~es~~ pertenece ~~en~~ en el ambiente de confianza.

El padre confía en su hijo. Por ejemplo, en la obra dice, "En la mutua confianza que depositan ~~en~~ el uno en el otro". Esto demuestra que el padre espera que el hijo si vaya a cumplir en su palabra y llegar

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Additional answer page for Question 1

a casa. Esto nos lleva más allá de la comunicación de padre y hijo. El hijo le había dicho que regresaría antes de las doce y que le haría caso. Por eso es que el padre está calmado en cierto tiempo.

En la obra el ~~padre~~ autor usa diferentes literarias para aclarar lo que se quiere expresar. ~~Por ejemplo~~ En este caso el autor usa naturaliza describir el tiempo y ~~en~~ la ~~desper~~ desesperación de un padre.

1C 1 of 1

El desarrollo del tema de la naturaleza es que cambia la naturaleza, como el sol primo se mira por donde sea y después se mira lejos y ya no está. El ambiente dentro de la obra es un ambiente triste pero feliz por que como el sol se a se grande también el hijo del papa. Yo pienso que en 1980's es la época de esta obra.

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2018 SCORING COMMENTARY

Question 1

Overview

This question requires students to read a fragment from a short story on the required reading list, and then respond to a prompt in a short response (not a fully-developed essay). On this year's exam the selection was taken from the short story, "El hijo," which was written by the Argentinean writer Horacio Quiroga in 1935. Students were asked to identify the author and the period of the text and to explain the development of the theme of *la naturaleza y el ambiente* ("nature and setting") within the short story (not exclusively the fragment provided on the exam). The question required students to identify the period, "época," with the purpose of situating the text historically, within either a specific date range, a broader period or century, or a literary movement connected to a specific period. Students were asked to explain the development of the theme of *la naturaleza y el ambiente* to show how the author uses nature and atmosphere to signal mood changes, from confidence to anguish, within the father who is the main character of the short story. Students were asked to write their short response in Spanish to demonstrate their proficiency in Presentational Writing in the target language.

Sample: 1A

Content Score: 3

The response correctly identifies the author ("*Horacio Quiroga*") and the period ("*es parte de la época del Modernismo*") and effectively explains the development of the theme in the text. The response stresses the important role nature plays in the short story ("*la naturaleza juega el papel de un tercer personaje; estableciendo una presencia fuerte y opresiva, la naturaleza crea suspense y un ambiente de anticipación*"). The response explains the connection between the ascent of the sun and the father's anguish ("*el movimiento del sol que va ascendiendo recuerda al padre que el tiempo está pasando, reflejando y aumentando su ansiedad*"); the response further comments on nature's power to control human destiny ("*Quiroga expone la naturaleza como una fuerza superior al destino de los otros personajes*"; "*La naturaleza sigue la experiencia del padre ... pero no le ofrece ni compassion ni ayuda*"). The response provides indirect relevant examples from the text ("*el movimiento del sol que va ascendiendo recuerda ... que el tiempo está pasando*").

Language Score: 3

This response demonstrates language usage that is appropriate to the task, generally accurate, and varied. Vocabulary is varied and appropriate to the topic and work being discussed ("*juega el papel*"; "*personaje*"; "*presencia fuerte y opresiva*"; "*ambiente de anticipación*"; "*el movimiento del sol que va ascendiendo*"; "*aumentando su ansiedad*"; "*expone*"; "*como una fuerza superior*"; "*lo que subraya*"; "*ambiente oscuro*"; "*la debilidad humana*"; "*a través de la obra*"; "*no le ofrece ni compasión*"). The student's control of grammatical and syntactic structures, mood, and writing conventions is very good and generally accurate ("*la naturaleza juega el papel de un tercer personaje; estableciendo una presencia fuerte y opresiva*"; "*el movimiento del sol que va ascendiendo recuerda al padre que el tiempo está pasando, reflejando y aumentando su ansiedad*"; "*Quiroga expone la naturaleza como una fuerza superior al destino de los otros personajes, lo que subraya el ambiente oscuro y la debilidad humana*"), in spite of a couple of errors in verb formation and spelling ("*estableciendo*"; "*no le ofrece ... ayuda*") and an error in the use of capitalization in a Spanish title ("*El Hijo*"). The reader's understanding of the response is clear and supported by the student's use of language.

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Question 1 (continued)

Sample: 1B

Content Score: 2

The response correctly identifies the text (“*El Hijo*”) and the author (“*Horacio Quiroja*”) but does not identify the period. The response explains the development of the theme of *la naturaleza y el ambiente* underscoring the function of nature within the text (“*El autor usa la naturaleza para describir lo que siente sobre la nunca llegada de su hijo.*”). The response comments on the closeness between father and son (“*El ambiente de esta obra pertenece en el ambiente de confianza. El padre confía en su hijo*”) and on the effects of the father’s trust in their relationship (“*Esto demuestra que el padre espera que el hijo si vaya a cumplir en su palabra y llegar a casa. Esto nos llevo mas alla de la comunicacion de padre y hijo. ... Por eso es que el padre esta calmado en cierto tiempos.*”). The response supports the explanation with evidence from the text (“*Por ejemplo, en el fragmento dice ‘Adonde quiera que se mire — piedras, tierra, árboles — el aire, enrarecido como un horno, vibra con el calor’; ‘En addición, dice ‘El sol, ya alto, continua ascendiendo.’*”), but it is not integrated in a clear manner. This response would have received a higher score, if the student had identified the period of the short story correctly and effectively explained the development of the theme with clear and relevant examples.

Language Score: 3

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 being discussed (“*hubiese llegado*”; “*se pone nervioso*”; “*demuestra*”; “*explica*”; “*se esta dando cuenta de que*”; “*pertenece*”; “*cumplir*”; “*mas alla de la comunicacion*”; “*calmado*”; “*quiere expresar*”; “*la desesperación*”), in spite of occasional errors in usage (“*la nunca llegada*”; “*usa palabras para describir los similares de la naturaleza con algun*”), including difficulty in expressing certain times of day (“*sobre el tiempo que es*”; “*esta calmado en cierto tiempos*”). The student’s control of grammatical and syntactic structures and mood is very good and generally accurate (“*escribe ... sobre lo qué le pasa a su hijo*”; “*El padre se pone nervioso sobre el tiempo que es y qué su hijo no ha llegado*”; “*El padre se esta dando cuenta de que algo ya no esta bien.*”; “*Esto demuestra que el padre espera que el hijo si vaya a cumplir en su palabra y llegar*”; “*El hijo le habia dicho que regresaría antes de las doce y que le haría caso.*”). The reader’s understanding of the response is clear and supported by the student’s use of language, in spite of a few errors including: an error in the use of a verb tense and a direct object pronoun (“*se fue dejandolo saber a qué hora hubiese llegado*”), an error in tense and mood (“*dejandolo saber a qué hora hubiese llegado*”), a single incorrect use of a preposition (“*a cumplir en su palabra*”), two misplaced accent marks (“*lo qué le pasa*”; “*el tiempo que es y qué su hijo no ha llegado*”), some missing accent marks (“*se fue dejandolo saber*”; “*continua ascendiendo*”; “*se esta dando cuenta*”; “*no esta bien*”; “*espera que el hijo si vaya a cumplir*”; “*Esto nos llevo*”; “*le habia dicho*”; “*mas alla*”; “*regresaria*”; “*esta calmado*”), two errors in spelling (“*En addición*”; “*la comunicacion*”), and the misuse of capitalization in a Spanish title (“*El Hijo*”).

Sample: 1C

Content Score: 1

The response does not identify the author and incorrectly identifies the period of the text (“*Yo penso que en 1980’s es la epoca de este obra.*”). The response attempts to explain the development of the theme in the text (“*El desarrollo del tema de la naturaleza es que cambia la naturaleza, como el sol primo se mira Pordondesa y despues se mira lejos y ya no esta. El ambiente dentro de la obra es un ambiente treste Pero felice Por que como el sol se a se grande tambie el hijo del Papa.*”). The response does not make reference to, nor provide textual

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Question 1 (continued)

evidence. This response would have received a higher score if the student had identified the correct period and movement in which the short story was written, had effectively explained the development of the theme of *la naturaleza y el ambiente*, and supported the explanation with clear and relevant examples from the text.

Language Score: 1

This response demonstrates language usage that is insufficient to the topic and the work being discussed. Vocabulary is inappropriate; the response shows little control of grammatical and syntactic structures (“*como el sol primo se mira Pordondesa*”; “*es un ambiente treste pero felize por que como el sol se a se grande tambie el hijo del Papa*”). In such a brief response, there are numerous errors, including errors in word order and formation (“*Pordondesa*”; “*se a se*”; “*Yo penso*”), an error in agreement (“*este obra*”), the incorrect use of a word (“*primo*”), missing accent marks (“*despues*”; “*se mira lejos y ya no esta*”; “*por que como el sol*”; “*tambie*”; “*Papa*”; “*epoca*”), errors in spelling (“*treste*”; “*felize*”; “*tambie*”), and the incorrect use of a conjunction (“*es un ambiente treste ... por que como el sol*”), which impede comprehension.