

# AP<sup>®</sup> 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<sup>®</sup> SPANISH LITERATURE AND CULTURE

## 2013 SCORING GUIDELINES

### Scoring Guidelines for Language Usage for Question 1

**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.

## Answer page for Question 1

El Conde Lucanor es escrito por Don Juan Manuel - un escritor español durante la Edad Media. Este fragmento del ejemplo XXXV de la obra nos enseña una moraleja: "la primera impresión es importante" y entonces está desarrollado con una historia que se cuenta Patronio al conde Lucanor, sobre la manifestación del poder desde el comienzo de una relación.

Cuando el conde Lucanor dice que su criado quiere casarse con una "mujer brava", Patronio le cuenta una historia: había un hombre bueno que se casó con una mujer brava que a nadie quería, porque era tan fuerte y dominante. Entonces el hombre bueno, después del casamiento, mostró directamente su poder y violencia a la mujer. ~~Lo~~ Lo primero que hizo era ordenar a un perro a darle "agua para las manos." por supuesto, el perro no lo cumplió y entonces el hombre lo pegó y lo mató. Hizo lo mismo con un caballo y un gato. Después, preguntó a ~~la~~ <sup>su</sup> mujer, bravamente que le ~~traiga~~ trajera agua en las manos. La mujer, sorprendida, le obedeció y su marido la agradeció. Desde entonces, la mujer fue obediente a él y todo el pueblo estaba impresionado de ese hombre.

Así, la historia termina con el mensaje principal:

1 A  
2 of 2

Additional answer page for Question 1

la gente debe manifestar su poder desde el comienzo.  
Está claro que el texto pertenece durante la Edad  
Media porque la literatura en ese tiempo conformaba  
en enseñar lecciones en <sup>la</sup> vida humana, de una forma  
estricta y rígida.

Este fragmento fue escrito por Miguel de Cervantes en ~~el~~ <sup>la</sup> época medieval. La característica más importante de la época medieval ~~fu~~ es la idea de un eje de poder. El eje es, en este fragmento, el moro que se casó con la mujer mala. Al principio de la historia, toda la gente le dicen al moro que la mujer que quiera casarse con <sup>le</sup> destruirá. Pero, el moro decide tener el casamiento y después él le da razón por tener miedo de él. Él mata a animales, incluyendo un caballo, para que ella tendrá miedo y no tener el poder de hablar sus propias opiniones. Él establece que él tiene el poder y que ella es totalmente sumisa. Ella, después de su casamiento, hace cual quiera cosa que él quiera y no dice nada. ~~Al~~ Al desenlace, ella vive en miedo que él va a matarla si no obedece completamente, y este es el poder completo. También es muy indicativo de la época medieval porque en este tiempo, hombres tenían todo el poder.

~~Don Juan Manuel~~

Don Manuel es el autor de Libro de Conde Lucanor.

Libro de Conde Lucanor es de ~~épica~~ Época de Edad Media.

Este fragmento tiene el tema de relaciones de poder.

El tema es ~~desarrollar~~ a través metódicos didácticos.

Libro de Conde Lucanor es una obra didáctica y ~~usa en~~

usa en educando la gente general. Libro de Conde Lucanor tiene

dos personajes ~~es~~ un maestro y un niño nobleza. El maestro

dice cuentos ~~de~~ ~~para~~ al niño y estos cuentos es el Libro de

Conde Lucanor.

# AP<sup>®</sup> SPANISH LITERATURE AND CULTURE

## 2013 SCORING COMMENTARY

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

### Question 1

#### Short Answer: Text Explanation

##### Overview

This question required students to read an excerpt from a work on the required reading list, identify the author and period of the text, and explain the development of a particular theme within the whole work from which it was taken. On this year's exam, the textual fragment was taken from the story "De lo que aconteció a un mancebo que casó con una mujer muy fuerte y muy brava," which appears in the *Libro del Conde Lucanor*. In addition to identifying the author and period of the text, students were required to explain the development of the theme of power relations (*las relaciones de poder*) in the story to which the cited fragment belongs.

##### Sample: 1A

##### Content Score: 3

This response correctly identifies the author ("*Don Juan Manuel*") and the period ("*la Edad Media*"). The response effectively explains the development of the theme ("*la obra nos enseña una moraleja: 'la primera impresión es importante' y entonces está desarrollado con una historia que se cuenta Patronio al conde Lucanor, sobre la manifestación del poder desde el comienzo de una relación*"; "*Entonces el hombre bueno, después del casamiento, mostró directamente su poder y violencia a la mujer*"; "*Desde entonces, la mujer fue obediente a él y todo el pueblo estaba impresionado de ese hombre*"; "*Así, la historia termina con el mensaje principal: la gente debe manifestar su poder desde el comienzo*"). The student supports the response with relevant evidence from the text ("*había un hombre bueno que se casó con una mujer brava que a nadie quería porque era tan fuerte y dominante*"; "*Lo primero que hizo era ordenar a un perro ... La mujer, sorprendida, le obedeció y su marido la agradeció*").

##### Language Score: 3

This response demonstrates language usage that is appropriate to the task and is generally accurate and varied ("*enseña una moraleja*"; "*manifestación del poder*"; "*mostró directamente su poder*"; "*agradeció*"; "*conformaba en enseñar*"; "*una forma estricta y rígida*"). The control of grammatical and syntactic structures is very good ("*Lo primero que hizo era ordenar a un perro*"; "*entonces el hombre ... lo mató*"; "*La mujer, sorprendida, le obedeció*") in spite of a few errors ("*Hizo los mismos*"; "*la mujer fue obediente a él*"; "*impresionado de ese hombre*"). The use of verb tenses and mood, as well as word order and formation, are generally accurate. There are very few errors in spelling ("*violancia*") and in capitalization ("*por supuesto*"). The reader's understanding of the response is clear and is supported by the student's use of language.

##### Sample Identifier: 1B

##### Content Score: 2

This response correctly identifies the period ("*época medieval*") but misidentifies the author ("*Miguel de Cervantes*"). The response explains the development of the theme of *las relaciones de poder* in the text ("*Al principio de la historia, todo la gente le dicen al moro que la mujer que quiera casarse con le destruirá*"; "*Él establece que él tiene el poder y que ella es totalmente sumisa*"; "*Ella, después de su casamiento, hace cual quiera cosa que él quiera y no dice nada*"; "*Al desenlace, ella viva en miedo que él va a matarle si no obedece completamente*"; "*este es el poder completo*"). Description and narration are present, but they do not outweigh explanation. The student supports the response with evidence from the text, although the

# AP<sup>®</sup> SPANISH LITERATURE AND CULTURE 2013 SCORING COMMENTARY

## Question 1 (continued)

evidence is not always clear (“*después él le da razón por tener miedo de él*”; “*Él mata a animales, incluyendo un caballo, para que ella tendrá miedo y no tener el poder de hablar sus propias opiniones*”). If the student had correctly identified the author, had avoided irrelevant comments (“*La característica más importante de la época medieval es la idea de un eje de poder*”), and had strengthened the explanation of the development of the theme in the text, this response would merit a 3 in content.

### Language Score: 2

This response demonstrates language usage that is appropriate to the task and is sometimes accurate. The vocabulary in the response is appropriate (“*eje de poder*”; “*establece*”; “*sumisa*”; “*desenlace*”), but lack of variety (“*fragmento*”; “*casamiento*”; “*miedo*”; “*obedece*”, “*poder*”) and random inaccuracies (“*eje*”; “*razón*”) prevent the response from receiving a 3. In the response, the control of grammatical and syntactic structures is adequate (“*Este fragmento fue escrito*”; “*la idea de un eje de poder*”; “*Tambien es muy indicativo de la época medieval*”). There are some errors in verb conjugation and mood (“*la gente le dicen*”; “*que quiera casarse con le destruirá*”; “*para que ella tendrá*”), in use of articles (“*a animales*”; “*hombres tenían*”), and in the use of prepositions and object pronouns (“*por tener miedo de él*”), but they do not detract from the overall understanding of the response. There are some errors in spelling (“*caracterista*”; “*cual quiera*”; “*viva*”), in accents (“*característica*”; “*Tambien*”), and in punctuation (“*Pero*”). Nonetheless, the reader understands the response, even though the student’s use of the language is somewhat limited.

### Sample: 1C

#### Content Score: 1

This response partially identifies the author (“*Don Manuel*”) and correctly identifies the period (“*Edad Media*”). The response unsuccessfully attempts to explain the development of the theme (“*El tema es desarrola a través metódicos didacticos*”), and the references made to the text (“*tiene dos personajes: un maestro y un niño nobleza*”; “*El maestro dice cuentos al niño*”) fail to provide convincing evidence and are irrelevant to the theme. More specific explanation of the development of the theme in the text accompanied by evidence from the text to support the explanation would have raised the score of this response.

### Language Score: 1

This response demonstrates insufficient use of language, which forces the reader to struggle to create an understanding of the response. The vocabulary is limited and repetitive; for example, with the exception of one instance of “*dice*,” *ser* and *tener* are the only verbs that the student conjugates (“*es*”; “*tiene*”; “*era*”). One word is formed improperly (“*desarrola*”) and several are used inappropriately (“*metódicos*”; “*usa*”; “*en educando*”; “*general*”; “*nobleza*”). The response shows evidence of grammatical breakdown, even though the response is brief. For example, there are missing articles (“*el autor de Libro do Conde Lucanor*”; “*de época*”; “*de Edad*”; “*a través metódicos*”), an incorrect conjugation (“*estos cuentos es*”), a missing preposition (“*a través metódicos*”), and a missing personal *a* (“*educando la gente*”). With the exception of two missing accents (“*didacticos*”; “*didactica*”), the response displays good control of the conventions of writing. However, the brevity of the response, the insufficient and inappropriate vocabulary, and the inadequate control of grammar prevent this response from receiving a language score of 2.