

# AP<sup>®</sup> SPANISH LITERATURE AND CULTURE 2014 SCORING GUIDELINES

## Question 1

**Short Answer:** Text Explanation

**Text:** Excerpt from "...y no se lo tragó la tierra," Tomás Rivera

**Theme:** *Las divisiones socioeconómicas*

**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

## 2014 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 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

"Y no se lo tragó la tierra", es una obra literaria escrita por Tomas Rivera durante el siglo XX. Es una obra realista que tiene como propósito representar las divisiones socioeconómicas. En esta obra se desarrolla la historia de una familia mexicana, la cual ha emigrado a Estados Unidos y trabajan cosechando y recolectando productos en las granjas. Debido a su situación económica y al ser extranjeros, esta familia pasa por mucho sacrificio y trabajo. Podemos apreciar las divisiones socioeconómicas al notar como por ser mexicanos o ~~extranjeros~~ inmigrantes esta familia es tratada mal y forzada a trabajar como animales sin descanso y con una paga no relevante a su trabajo. También, esta familia tiene que enfrentar la crisis de ver a sus seres queridos morir y enfermarse. ~~Es importante el hecho de que~~ Durante el curso de la historia se puede apreciar como todos en esta familia son abusados, por gente de mejores condiciones sociales, a tal punto de que los explotan en el trabajo hasta más no poder. Estas experiencias hicieron que ~~se~~

miembros de esta familia perdieron su fe y empujaron a culpa a Dios, ya que se veía que la situación era tan mala no encontraban más que hacer. En esta obra el lector es capaz de detectar la pobreza, la necesidad, y el abuso que una familia pasa, y que solo por el hecho de ser inmigrantes son discriminados y separados de la sociedad.

Este fragmento de "...y no se lo trago la tierra" es sobre el autor Tomás Rivera. Fue escrito en la época del siglo XX. Este cuento es sobre una familia y sus problemas y conflictos como la trabaja en las cosechas. El sol brillaba mucho y unas personas de la familia se murió. Es evidentemente en ese fragmento que hay varias divisiones socioeconómicas en la sociedad de trabajadores campesinos. Rivera dice, "Empezaron a trabajar más despacio porque se les venía una debilidad y un borchorno si trabajaban muy aprisa." Los campesinos necesitan trabajar muy aprisa de la mañana porque no les quieran sufrir de los efectos malos del sol. Mientras, el hombre quién vive en la casa y es el líder del campo le dice comandos a los campesinos y no tiene trabajar en las cosechas. Los pobres sufren de los ailments de su trabajo cuando los ricos pueden quedar en casa. El hombre superior dice, "No se vayan a enfermar." Porque él es superior y no necesita trabajar, él le dice comandos terribles a los trabajadores. Evidentemente, en el cuento "...y no se lo trago la tierra" por Tomás Rivera, las divisiones socioeconómicas de los personajes son terribles.

El fragmento que recién leí es de un grupo de hombres que van a trabajar. Ay ~~es~~ un division social economica cuando ven que la mujer se queda en la casa. La comid decir que los mujere no pueden hacer las cosas que los hombres pueden. ~~En la casa~~

# AP<sup>®</sup> SPANISH LITERATURE AND CULTURE 2014 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 work from which it was taken. On this year's exam, the textual fragment was taken from the story "...y no se lo tragó la tierra," which appears in Tomás Rivera's novelistic work of the same title. In addition to identifying the author and period of the text, students were required to explain the development of the theme of socioeconomic divisions (las divisiones socioeconómicas) in the text to which the cited fragment belongs.

#### Sample: 1A

##### Content Score: 3

This response identifies the author ("*Tomas Rivera*") and the period ("*siglo xx*") and effectively explains the development of theme ("*Debido a su baja situación económica ... sacrificio y trabajo*"; "*Durante el paso de la historia se puede apreciar como ... son abusados, por gente de mejores condiciones sociales*") with relevant evidence from the text ("*una familia mexicana, la cual ha emigrado a Estados Unidos y trabajan, cosechando y recogiendo productos en las granjas*"; "*tiene que enfrentar la crisis de ver a sus seres queridos morir y enfermarse*"; "*hicieron que ... perdieran su fe y empezaran a culpar a Dios*").

##### Language Score: 3

This response demonstrates language usage that is appropriate to the task and is generally accurate and varied. The vocabulary is varied and appropriate ("*realista*"; "*representar*"; "*se desarrolla*"; "*emigrado*"; "*cosechando*"; "*recogiendo*"; "*granjas*"; "*Debido a*"; "*sacrificio*"; "*forzada*"; "*una paga no relevante*"; "*enfrentar la crisis*"; "*a tal punto*"; "*culpar*"; "*capaz*"). Control of grammatical and syntactic structures is very good ("*se desarrolla*"; "*la cual*"); verb tenses and mood are accurate ("*hicieron que ... perdieran su fe y empezaran a*"; "*su situación era tan mala*"), and word order and formation are accurate. There are some errors in accent marks ("*trago*"; "*Tomas*"; "*proposito*"; "*socioeconomicas*"; "*economica*"; "*como*"; "*Tambien*"; "*mas*"), punctuation ("*necesidad, y el abuso*"), and spelling ("*immigrantes*"), but the reader's understanding of the response is clear and supported by the response's use of language.

#### Sample: 1B

##### Content Score: 2

This response correctly identifies the author ("*Tomás Rivera*") and the period ("*siglo XX*") and explains the development of the theme in the text ("*Es evidentemente ... que hay varios divisiones socioeconómicas*"; "*Las pobres sufren ... cuando los ricos*"). The response is supported with evidence from the text ("*El sol brillaba mucho y unas personas de la familia se murió*"; "*El hombre superior dice, No se vayan a enfermar*"), but not all evidence is clear or accurate ("*Mientras, el hombre quién vive en la casa ... no tiene trabajar en las cosechas*"; "*él le dice comandos terribles a los trabadores*"). This response would have received a higher score had the explanation been clearer and the evidence more relevant.

**AP<sup>®</sup> SPANISH LITERATURE AND CULTURE  
2014 SCORING COMMENTARY**

**Question 1 (continued)**

**Language Score: 2**

This response demonstrates language usage that is appropriate to the task and sometimes accurate (“*Los campesinos necesitan trabajar muy aprisa*”; “*Porque él es superior y no necesita trabajar*”). Vocabulary is sometimes limited (“*la trabaja*”; “*de la mañana*”; “*ailmentos*”; “*El hombre superior*”; “*comandos*”). The control of grammar and syntactic structure is adequate, but with errors (“*unas personas ... se murió*”; “*varios divisiones*”; “*no les quieran sufrir*”; “*le dice comandos terribles a los trabadores*”); however, errors do not impede comprehension. There are some errors in spelling (“*evidentamente*”; “*trabadores*”; “*borchorno*”; “*Evadentamente*”) and in accents (“*epoca*”; “*el hombre quién*”), but they do not impede communication.

**Sample: 1C**

**Content Score: 1**

This response fails to identify either the author or the period. The response attempts to explain the development of theme (“*Ay un division social economico*”), but fails to adequately support the response with relevant textual evidence (“*Es como decir que los mujeres no pueden hacer los cosas que los hombres pueden*”) and contains an inaccuracy (“*es de un grupo de hombres que van a trabajar*”). This response would have received a higher score if the response had both identified the author and/or period and explained the development of the theme in the text.

**Language Score: 1**

This response demonstrates insufficient use of the language and the reader struggles to create an understanding of the response. The limited vocabulary contains an error (“*recen leer*”) and anglicisms (“*grupo*”; “*social economico*”) that render comprehension difficult. Control of grammar and syntactic structures is inadequate. There are errors in agreement (“*un division*”; “*la mujeres*”; “*los mujeres*”; “*los cosas*”) and in verb usage (“*recen leer*”; “*la mujeres se cueda*”). The errors in conventions do not impede communication; however, there are frequent spelling errors (“*recen*”; “*grupo*”; “*Ay*”; “*cueda*”; “*puedn*”) and accent errors (“*division*”; “*economico*”).