

2017

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# AP Spanish Literature and Culture

## Sample Student Responses and Scoring Commentary

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# AP<sup>®</sup> SPANISH LITERATURE AND CULTURE 2017 SCORING GUIDELINES

## Question 2

**Short Answer:** Text and Art Comparison

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

**Artwork:** "Stonepickers," Sir George Clausen

**Theme:** *La representación de la naturaleza y el ambiente*

**Technique:** *realismo*

**3 The response effectively compares the theme in both works and relates the theme of the text and the artwork to realism.**

- Effectively compares the theme in both works.
- Effectively relates the theme of the text and artwork to realism.
- Supports response with relevant evidence from both works.

**2 The response compares the theme in both works and relates the theme to realism; 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 realism, but the connection among these elements may not be clear.
- 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 realism, the comparison of the theme between the text and the artwork must be effective to earn a score of 2.

**1 The response attempts to compare the theme in both works and/or attempts to relate the theme to realism; 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 realism, 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 realism cannot receive 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 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 2 (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 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.

## Answer page for Question 2

Amnos obras disluten la relación entre el individuo y su entorno. Específicamente, la relación de un trabajador de campo con los campos ellos trabajan. Además, Tomas Rivera usa el realismo ~~para~~ y la naturaleza para mostrar la experiencia migrante ~~moderna~~ moderna. En ambos obras se puede ver el ~~et~~ efecto ~~del~~ de la naturaleza en los cuerpos de los trabajadores. El narrador de la obra escrita dice, "ya... todos empapados de sudor." y "no traían una parte de la ropa seca." se puede ver el impulso del ~~texto~~ autor también en la pintura porque el hombre al fondo se parece como si ~~fuera~~ ~~quita~~ él está quitando el sudor desde su cara. Aunque, la obra de arte muestra algunos de los dificultades de un campesino, la obra escrita muestra una perspectiva más compleja de la experiencia de un campesino. Por ejemplo, el narrador dice, "cómo quisiera un frasco de agua fresca... o una loca bien helada." con detalles específicos como estas, Rivera usa el realismo y la relación de la narrador con su ambiente para mostrar como la vida de un trabajador de campo es muy difícil. ~~Por~~ se puede ver más de esto cuando el hermano del narrador ~~muñó~~ murió y el narrador dice, "que culpa tienen de nada." A través ~~del~~ del estilo realista Rivera puede mostrar las injusticias que un campesino ~~se~~ se enfrenta.



## Answer page for Question 2

La obra de "Y no se lo trago la tierra," escrita por Tomas Rivera, y "Stone pickers" retratan el ambiente en cual las Familias dedicadas al ~~eterno~~ trabajo en el campo soportaban.

Por ejemplo, Rivera menciona: "Ya para las tres andaban todos empapados de sudor. No traian una parte de la ropa seca." De acuerdo al texto, Rivera convoca el sentido de tocar al incluir que la cantidad de sudor era sumamente grande y tambien propone una visualización de como se miraba la ropa despues de unas horas trabajando bajo el sol. Rivera demuestra uno de los efectos de estar expuesto al ambiente en el horario a labor.

Al igual que Rivera, el autor de "Stone-pickers" depicta a un hombre en un campo que parece estar empapado de sudor, justo como Rivera describe. Mas aparte, el hombre parece estar cubriendo su rostro del sol para intentar reducir los efectos del de lo caliente que esta el ambiente. Con compa-

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Additional answer page for Question 2

ración a Rivera, el autor describe los efectos que llevaba el ambiente en los trabajadores.

En conclusión, los autores logran demostrar la vida de un agricultor y las condiciones que debora soportar.



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Answer page for Question 2

El conexión entre la pintura y el cuento es esclavos. En los dos, las personas es son esclavos. En el pintura, un nombre, que es un esclavo, trabaja la tierra para ser hermoso. En el cuento, la familia lucha la idea de son esclavos pero ellos tienen esperanza por el future. La idea de esclavos es falso y malo, pero ~~la~~ la trabajo que ellos hacían era bien y importante.

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## 2017 SCORING COMMENTARY

### Question 2

#### Overview:

This is a short-response question that required students to read a fragment from a text from the required reading list, study a painting and write a short response comparing the representation of the theme of nature and setting in both works. The students were asked to support their response and cite examples from both the text and the artwork. The students were asked to write their short response in Spanish to demonstrate their proficiency in Presentational Writing by using the target language. On this year's exam, the text was ... *y no se lo tragó la tierra* by Tomás Rivera and the piece of art was the painting *Stonepickers (Midday)* by Sir George Clausen. Students were asked to relate both works to the technique of realism.

#### Sample: 2A

#### Content Score: 3

The response effectively compares the theme in both works and relates the theme of the text and the artwork to the technique of realism. The student effectively compares how both works depict the theme of *la representación de la naturaleza y el ambiente* in the physical, bodily suffering, and overall impact that nature and the harsh landscape exact upon field laborers ("*Ambos obras discuten la relación entre el individuo y su entorno. Específicamente, la relación de un trabajador de campo con los campos ellos trabajan*"; "*En ambas obras se puede ver el efecto de la naturaleza en los cuerpos de los trabajadores.*"; "*Aunque, la obra de arte muestra algunos de los dificultades de un campesino, la obra escrita muestra una perspectiva mas compleja de la experiencia de un campesino.*"). The student explicitly relates the theme of the text and artwork to realism and the realistic portrayal of the experience of a migrant worker toiling under the sun ("*Además, Tomas Rivera usa el realismo y la naturaleza para mostrar la experiencia migrante moderna*"; "*se puede ver el impacto del calor también en la pintura porque el hombre al fondo se parece como si él está quitando el sudor desde su cara.*"). The response provides relevant evidence and examples from both works ("*Por ejemplo, el narrador dice, 'cómo quisiera un frasco de agua fresca ... o una coca bien helada.' Con detalles específicos como estas, Rivera usa el realismo y la relación de la narrador con su ambiente para mostrar como la vida de un trabajador de campo es muy difícil.*").

#### Language Score: 3

The response demonstrates language usage that 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. The vocabulary is varied and appropriate to the topic and works being discussed ("*la relación entre el individuo y su entorno*"; "*para mostrar la experiencia migrante moderna*"; "*Se puede ver el impacto del calor*"; "*muestra una perspectiva mas compleja*"; "*A través del estilo realista*"). The student's control of grammatical and syntactic structures is very good ("*Aunque, la obra de arte muestra algunos de los dificultades de un campesino, la obra escrita muestra una perspectiva mas compleja de la experiencia de un campesino*"; "*Se puede ver mas de esto cuando el hermano del narrador murió y el narrador dice, 'que culpa tienen de nada.'*"), in spite of random errors ("*ambos obras*"; "*la relación de un trabajador de campo con los campos ellos trabajan*"; "*quitando el sudor desde su cara*"; "*algunos de los dificultades*"; "*Con detalles específicos como estas*"; "*la narrador*"; "*las injusticas que un campesino se enfrentan*"). The student's use of verb tenses and moods is generally accurate ("*discuten*"; "*usa*"; "*se puede ver*"; "*muestra*"; "*murió*"), with the exception of the misuse of the present indicative instead of the imperfect subjunctive in an "if" clause ("*como si él está quitando*"). There are very few errors in conventions of written language, including random errors in spelling ("*Especiticamenta*"; "*injusticas*") and punctuation ("*Aunque, la obra ... muestra algunos ... dificultades de un campesino*"; "*A través del estilo realista Rivera puede mostrar las injusticas*"), as well as a missing accent mark ("*una perspectiva mas compleja*") and misplaced accent mark ("*comó*").



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## Question 2 (continued)

### Sample: 2B

#### Content Score: 2

This response compares the theme in both works and relates the theme to realism; description outweighs comparison. Examining the visual impact that the physical environment and working conditions had on laborers in the countryside, the student compares the theme of *la representación de la naturaleza y el ambiente* in both works (“*La obra de ‘Y no se lo trago la tierra’ ... y ‘Stonepickers’ retratan el ambiente en cual las familias dedicadas al trabajo en el campo soportaban.*”; “*logran demostrar la vida de un agricultor y las Condiciones que debía soportar*”), but description of the elements of both works outweighs comparison (“*Por ejemplo, Rivera menciona: ‘Ya para las tres andaban todos empapados de sudor.’; ‘Rivera demuestra uno de los efectos de estar expuesto al ambiente en el horario a labor’*”). The student implicitly relates the theme of the text and the artwork to the technique of realism (“*De acuerdo al texto, Rivera convoca el Sentido de tocar al incluir que la cantidad de sudor era sumamente grande*”; “*el hombre parece estar cubriendo su rostro del sol para intentar reducir los efectos de lo caliente que esta el ambiente*”), but the connection between the works and realism is not always clear. The student provides evidence from both works (“*Rivera ... tambien propone una visualización de como se miraba lo ropa despues de unas horas trabajando bajo el sol*”; “*Con comparacion a Rivera, el autor depiccta los efectos que llevaba el ambiente en los trabajadores.*”), but the use of the examples and evidence is not clear or relevant (“*Rivera demuestra uno de los efectos de estar expuesto al ambiente en el horario a labor.*”). If the student had made a more effective comparison, connected the two works to realism, and supported the comparison with more relevant and explicit evidence, the response would have earned a higher score.

#### Language Score: 2

The 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. The student’s use of vocabulary in the response is usually appropriate to the topics and works being discussed (“*retratan el ambiente*”; “*despues de unas horas trabajando bajo el sol*”; “*el hombre parece estar cubriendo su rostro del sol*”) but demonstrates a limited ability to present relevant ideas (“*en cual las familias ... soportaban*”; “*De acuerdo al texto, Rivera convoca el Sentido de tocar*”; “*el horario a labor*”; “*el autor de ‘Stonepickers’ depiccta*”; “*depiccta los efectos que llevaba el ambiente*”). The student’s control of grammatical and syntactical structures is adequate (“*Al igual que Rivera, el autor de ‘Stonepickers’; ‘el hombre parece estar cubriendo su rostro del sol, para intentar reducir los efectos’*”) despite some errors that do not detract from overall understanding (“*el ambiente en cual las familias ... soportaban*”; “*el horario a labor*”; “*Con comparacion a Rivera*”). The student’s use of verb tenses and moods is generally accurate (“*Rivera menciona*”; “*Rivera convoca ... y tambien propone una visualización*”; “*los autores logran demostrar*”). There are some errors in conventions of the written language, including missing accent marks (“*trago*”; “*Tomas*”; “*traian*”; “*tambien*”; “*de como se miraba*”; “*despues*”; “*que esta el ambiente*”; “*comparacion*”; “*conclusion*”), a couple of errors in the use of capitalization (“*convoca el Sentido*”; “*las Condiciones*”), and a random spelling mistake (“*ambiente*”), but they do not impede communication.

### Sample: 2C

#### Content Score: 1

The student response attempts to compare the theme in both works but does not attempt to relate the theme to the technique of realism. The description of the works outweighs the comparison, and irrelevant comments predominate. The student attempts to compare the theme of *la representación de la naturaleza y el ambiente* in both works (“*El conexión entre la pintura y el cuento es esclavos.*”), yet the evidence is insufficient and irrelevant (“*En el pintura, un hombre, que es un esclavo, trabaja la tierra para ser hermoso.*”; “*La idea de Esclavos es falso y malo, perro la trabaja que ellos hacían era buenísimo por la*”).

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## Question 2 (continued)

*tierra.*”). The response contains no explicit or implicit attempt to relate the theme of the text or artwork to the technique of realism. If the student had developed a theme-based comparison using clear and relevant evidence from the text and the painting, or had related both works to realism, the response would have earned a higher score.

### Language Score: 1

Language usage is inappropriate to the task, inaccurate, and insufficient; the reader struggles to create an understanding of the response. The brief response presents limited and insufficient vocabulary to the topics and works being discussed, including repetition of forms of the verb *ser* and the word for slaves, *esclavos*, in nearly every sentence (“*es esclavos*”; “*es son esclavos*”; “*la idea de ser esclavos*”; “*La idea de Esclavos*”). The student’s control of grammatical and syntactic structure is usually inadequate, and frequent errors impede comprehension (“*El conexión entre la pintura y el cuento es esclavos. En los dos, las persona; es son esclavos.*”; “*la familia lucha la idea ser esclavos*”). Numerous errors in verb forms and agreement detract from overall understanding (“*las persona; es son esclavos.*”; “*La idea de Esclavos es falso y malo*”) as do frequent errors in conventions of written language, including spelling (“*el cuente*”; “*perro la trabaja*”), punctuation (“*En los dos, las persona; es*”; “*lucha la idea de ser esclavos pero ellos tienen*”), and erroneous use of capitalization (“*de Esclavos*”).