

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

## About the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>)

The Advanced Placement Program<sup>®</sup> enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement or both — while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

## AP World Languages and Cultures Program

The AP World Languages and Cultures program features eight courses and exams and includes the following languages: Chinese, French, German, Italian, Japanese, Latin, and Spanish (both language and literature). In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language through its literature provides students with access to cultural perspectives and knowledge, encourages them to make connections and comparisons between cultures and literary works, and helps them develop the ability to think critically. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

## AP Spanish Literature and Culture Course Overview

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

### PREREQUISITE

While there are no prerequisites for this course, AP Spanish Literature and Culture is designed for students who have successfully completed at least three years of high school-level Spanish language study. While not a prerequisite, students may wish to complete the AP Spanish Language and Culture course before taking AP Spanish Literature and Culture, as the texts are presented in Spanish. In the case of native or heritage speakers, there may be a different course of study leading to this course.

## Course Themes

The AP Spanish Literature and Culture course is structured around six themes:

- Las sociedades en contacto (Societies in Contact)
- La construcción del género (The Construction of Gender)
- El tiempo y el espacio (Time and Space)
- La creación literaria (Literary Creation)
- Las relaciones interpersonales (Interpersonal Relationships)
- La dualidad del ser (The Dual Nature of Being)

Themes promote the exploration of literature in a variety of contexts and develop students' abilities to make cross-textual and cross-cultural connections. The themes may be combined, as they are interrelated.

## AP Spanish Literature and Culture Learning Objectives

At the core of the AP Spanish Literature and Culture course are learning objectives, which outline the expectations for what students should know and be able to do. These expectations are in accordance with the five goal areas (the "five C's") of the *Standards for Foreign Language Learning for the 21st Century*: Communication, Cultures, Connections, Comparisons, and Communities.

For Communication, students continue to develop proficiency in the three modes of communication:

- Interpersonal Communication (the active negotiation of meaning among individuals)
- Interpretive Communication (the appropriate cultural interpretation of meanings that occur in written or spoken form with no active negotiation of meaning)
- Presentational Communication (the creation of written or spoken messages in a manner that facilitates interpretation by an audience with no active negotiation of meaning)

For Cultures, Connections, Comparisons, and Communities, students gain knowledge and understand the relationships between products, practices, and perspectives of the cultures studied in literary texts and through other media.

Additionally, students continue to develop language proficiency across a full range of language skills, with special attention focused on language used in critical reading and analytical writing.

## AP Spanish Literature and Culture Exam Structure

### AP SPANISH LITERATURE AND CULTURE EXAM: 3 HOURS

#### Assessment Overview

Exam questions are based on the six learning objectives and assess all themes. Questions are based on works from the required reading list and works that are not on the required reading list. Assessing students on works beyond required readings allows them to apply what they have learned in other areas. The exam assesses the interpretive and presentational modes of communication and students' ability to analyze literature in context.

#### Format of Assessment

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**Section I:** Multiple Choice | 65 Questions | ~ 80 Minutes | 50% of Exam Score

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**Part A:** (15 Questions)

- Interpretive Listening: Audio Texts

**Part B:** (50 Questions)

- Reading Analysis: Print Texts
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**Section II:** Free Response | 4 Tasks | ~ 100 Minutes | 50% of Exam Score

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- Text Explanation (short answer)
- Text and Art Comparison (short answer)
- Analysis of a Single Text (essay)
- Text Comparison (essay)

## EXAM QUESTION TYPES

Note: On the AP Spanish Literature and Culture Exam, all directions, questions, and texts are presented in Spanish.

### Multiple-Choice Section

**Part A:**

**Interpretive Listening (15 Questions)**

Students respond to three sets of questions based on authentic audio texts related to course content. The audio texts include an interview with an author, a recited poem that is not from the required reading list, and a presentation on a literary topic. The interview and presentation are played once, and the poem is played twice.

**Part B:**

**Reading Analysis (50 Questions)**

Students respond to six sets of questions based on literary readings representing a variety of genres, periods, and places in the Spanish-speaking world. These literary readings include, but are not limited to, works from the required reading list.

### Free-Response Section

**Short Answer Questions**

- Text Explanation
  - Students read an excerpt from a text on the required reading list, identify the author and period of the text, and explain the development of a particular theme found in the excerpt in relation to the whole work from which the excerpt is taken.
- Text and Art Comparison:
  - Students read an excerpt of a text on the required reading list and are provided with an image of a work of art (a painting, photograph, sculpture, or drawing) related by theme to the text. They compare how a particular theme is represented in both the text and the image, and they connect the theme to the genre, period or movement of the text.

**Essay Questions**

- Analysis of a Single Text
  - Students read an excerpt from a text on the required reading list (or the whole work in the case of a short poem) and then analyze how the text represents the characteristics of a particular genre and also a particular historical, cultural, or social context. Students also comment on the relevant literary devices in the text and cite examples in support of their analysis.
- Text Comparison
  - Students read two excerpts related by theme—one from a text on the required list, the other from a text not on the list. Again, the whole work may be included in the case of a short poem. Students are asked to analyze the effect of the literary devices that the authors use to develop a particular theme that is provided in the prompt. Students compare the presentation of the theme in the two works and cite examples from both texts in support of their analysis.

Note: Students may complete the four free-response tasks in any order they wish. It is recommended that they spend about 15 minutes on each of the short answer tasks and about 35 minutes on each of the essay questions.

Note: In the free-response section, students receive scores for content and language usage. (Scores are weighted 70% for content and 30% for language.)